

# University

DECEMBER 1, 1986

Re. 1.00



V. R. Venkataraman, Vice-President of India, releasing "The Complete Works of Kalidasa" edited by Prof. Rewaprasad Dwivedi, Dean, Faculty of Sanskrit Vidya Dharma Vijnan of the Banaras Hindu University.

# UNIVERSITY NEWS

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## CAREERS FOR THE YOUNG

P. K. Ravindran\*

There are many different definitions of the term career. In common parlance it is applied synonymous with an occupation, profession etc. followed as one's life work. It thus symbolises the general course of action or progress of a person through life. Any continuous and conspicuous work which one is engaged in involving Moral, Material and Intellectual pursuit can be said to be one's career which may bring notable achievement. It is useful also to define the term young here. Young is the general word for that which is under developed, immature and in process of growth, as any dictionary would show. To my mind this is a most elementary and odd a definition to start with. Let us take the young for our discussion as those having the freshness and vigour of life and with certain distinctive characteristics attributable to a class. On the one hand innovation and originality are appreciated by this group and on the other I could see equally clearly, that, yet it would not require to steer away more radically from commonly accepted views. A course of professional life or employment which would afford an opportunity for progress or advancement in the world definitely calls for an ability to work skilfully according to a set pattern or within an established school of thought and to demonstrate one's acumen and inventiveness. It has to be proved that only occasionally can more definitely unconventional behaviour succeed and in the end become accepted—in which case it might lay down a new orthodoxy. A certain misconception often aired about the young is that they should expose themselves always to risks. Unless a comment on this is reserved one may frankly admit this to be absurd in the sense that any such postulate may not quite stand to reason. Life's experiences can be varied and that the many remarkable incidents in the life of the young person should be so embroidered as to bring status in life.

No attempt is made here to cover either generally or in particular each individual career that has been identified or to give any description in detail. For this purpose the proper course is to approach a vocational guidance centre or career counselling bureau. Most general and interesting aspects of the career which the young may find useful are proposed to be presented here.

Coming to the most general aspects of careers one can find that every period in human history holds in high regard certain fields of activity in which special recognition can be won. This certainly and most inevitably changes its scope with the changes in social structure, institutions and attitudes. Career is open to talents is a universal truth. Today, the demands

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# Effective Lecturing at the University Level

Sneha M. Joshi\*

Lecture has been the most widely used method of teaching in higher education. In spite of criticisms regarding its effectiveness, it seems to have considerable potential especially for achieving certain objectives of teaching like communication of basic information. For the purposes of influencing the thinking of the learners with a view to developing certain attitudes and values also, the lecture would prove a useful medium. In case of large classes, which is a characteristic of our classrooms, lecture as a method of teaching becomes inevitable. No matter how often it is used, or how useful it is, the success of a lecture would depend upon how it is delivered.

The U.G.C. (UK) Hale Committee report on University Teaching Methods (1964) has defined a lecture as : 'The teaching period occupied wholly or mainly with the presentation of information by the lecturer. There may be some opportunity for questions by students or little discussion, but in the main you have nothing, to do except to listen and take notes'. The lecture, probably the single most widely used instructional media in college classrooms, has its share of supporters as well as detractors everywhere. Though here and there some hold the view, that lectures became obsolete with the invention of printing and mass media, but there are people who regard it as the method par excellence and hold the opinion that lecture has an essential function and cannot be replaced by reading combined with teaching by discussion. The U.G.C. (UK) report on University Teaching Methods (1964) further remarks that at the most universities of U.K. the lecture remains the main vehicle for instruction and two out of every three of the teachers who replied to their questionnaire were satisfied with the amount of lecturing given to their students, whether specialized or non-specialized. The lecture remains an important media of instruction in the universities due to the fact that considerable time is spent in the teaching the facts, interpreting the facts and in speculating about facts. Almost the whole of the instruction in history and geography is devoted to this purpose. In the science subjects as in engineering, mathematics, medicine, chemistry, education etc., a good proportion of total time is given to the direct teaching of facts and the theories relating to them. Hence, lecture is an important method in college education. What

it needs is improvement in order to make an effective vehicle of instructional process.

## Limitations and Scope

The lecture method has been discredited because of certain inbuilt limitations. The lecturer is active in presenting the subject matter, developing arguments and synthesizing variety of view points. The students are passively and quietly listening to the exposition of the lecturer. Some one has humorously said 'Lecturing is compulsory on the part of the lecturer but listening is voluntary on the part of the students'. Students do not get sufficient opportunities to ask questions and get their doubts clarified. They cannot contribute to the development of arguments. Every student is supposed to listen at the same rate which may not be suitable to students of varying capabilities. There is no personal and intimate contact between the teacher and the taught. There is a possibility of introducing bias and specific values in the contents by the lecturers. The problem solving skills do not develop among students.

On the other hand lecturing has certain strong points, if delivered properly. Students learn new subject-matter easily and at a faster speed especially when such students are not mature for independent study. Lecturing has been considered an effective means for introducing a topic, giving overview of the totality of the topic and having a quick review of completed work. The students find it a useful means of learning new knowledge especially in the context of the phenomenon of rapid increase in knowledge. Lecturing is considered useful by students when a too many books are available as well as when very few books are available. Lecturing technique can provide most up-to-date information, since the lecturer can modify his presentation upto the last minute. Unlike the mass-media techniques, personal lecturing provides for immediate assessment of the classrooms. Consequently, the pacing of lecturing can be increased or decreased. The non-verbal feedback received from the students to the lecturer helps in changing the strategies of lecturing. Lecturing is useful for developing critical thinking and scholarly contact. It inspires and motivates students. Lecturing is most appropriate method of teaching when the students are more accustomed to oral stimuli.

The effectiveness of lecturing would depend upon

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M.S. University of Baroda, Baroda-390002.

# CLASSIFIED ADVERTISEMENTS

## THE UNIVERSITY OF KASHMIR SRINAGAR

### Brief Advertisement Notice

Applications on the prescribed form accompanied by a Postal Order/Bank Receipt/Bank Draft for Rs. 5/- drawn in favour of the Registrar, cashable at Srinagar are invited for the following posts to reach the Registrar by 9-12-1986:

#### 1. Computer Centre

- i. Head Computer Centre (One) in the pay scale of Rs. 1500-2500.
- ii. System Manager/Engineer (One) in the pay scale of Rs. 1100-1600.
- iii. System Analyst (one) in the pay scale of Rs. 1100-1600.
- iv. Programmer (One) in the pay scale of Rs. 700-1300.

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- (a) Senior scale (One) in the pay scale of Rs. 550-900.
- (b) Junior Scale (One) in the pay scale of Rs. 425-700.

#### 2. State Resource Centre

##### i. Programme Co-ordinators (Two)

One each in:

- (a) Material. Post-literacy and Follow-up in the pay scale of Rs. 1100-1600.
- (b) Training and Documentation in the pay scale of Rs. 1100-1600.
- ii. Associate Co-ordinator (One) (Field programmes for special groups). (Women, Scheduled Castes/Scheduled Tribes) in the pay scale of Rs. 700-1300.

##### iii. Programme Associates (Two) One each in:

- (a) Materials and Media in the pay scale of Rs. 550-900.
- (b) Trainings and Field Programmes in the pay scale of Rs. 550-900.
- iv. Administrative Officer (One) in the pay scale of Rs. 550-900.

**Note:** The posts available in State Resource Centre are temporary but likely to be made permanent.

The prescribed application forms can be had from the University Office on payment of Rs. 15/- by sending a crossed Postal Order or Bank Receipt/Bank Draft drawn in favour of the Registrar of this University cashable at Srinagar along with a self-addressed envelope (5" X 11") with necessary postage.

Candidates are advised in their own interest to send their detailed curriculum vitae in advance.

Details in respect of qualifications etc. prescribed for the posts can be had from the office of the undersigned.

Any of the qualifications/experience may be relaxed at the discretion of the University. It will also be open to the University to consider the names of suitable candidates

who may not have applied. The University reserves the right to reject any application without assigning reason.

Ghulam Ahmed Dar  
ASSTT. REGISTRAR  
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## CENTRAL DRUG RESEARCH INSTITUTE

(Council of Scientific & Industrial Research)

Chattar Manzil Palace, Lucknow-226 001

Advertisement No. 8,86

Applications are invited for the following positions in the "ICMR Centre for Advanced Pharmacological Research on the Selected Traditional Remedies" (Under Dr. B.N. Dhawan, Scientist in Director's Grade) tenable at Central Drug Research Institute, Lucknow:

#### i) Research Associate: 1 Position:

(Rs. 1400 - p.m. fixed stipend)

#### Qualifications & Experience:

M.D. or Ph.D. in Pharmacology or a related discipline with a consistently good academic record and about 3 years research experience in Pharmacology.

Upper Age Limit: Below 40 years.

#### (2) Senior Research Fellow: 1 Position

(Stipend of Rs. 1200 p.m. fixed for candidate with medical qualification and Rs. 950/- p.m. fixed for others).

#### Qualifications & Experience

MBBS, MVSc. or M. Pharm with Pharmacology or M.Sc. (Zoology, Biochemistry or Pharmacology). The candidate must have a good academic record. The MBBS candidate should have completed the internship and others should have about 3 years research experience in Pharmacology. A Junior Research Fellowship may be offered to candidates not having requisite experience but otherwise suitable.

Upper Age limit: Below 35 years.

Candidates wishing to be considered should come for an interview on 17th December, 1986 at 10.00 A.M. They should bring original certificates of educational qualifications and experience and reprints of published papers etc. along with the application with them.

INTERIM INQUIRIES WILL NOT BE  
ATTENDED TO



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Editor:

SUTINDER SINGH

## CAREERS FOR THE YOUNG

P. K. Ravindran\*

There are many different definitions of the term career. In common parlance it is applied synonymous with an occupation, profession etc. followed as one's life work. It thus symbolises the general course of action or progress of a person through life. Any continuous and conspicuous work which one is engaged in involving Moral, Material and Intellectual pursuit can be said to be one's career which may bring notable achievement. It is useful also to define the term young here. Young is the general word for that which is under developed, immature and in process of growth, as any dictionary would show. To my mind this is a most elementary and odd a definition to start with. Let us take the young for our discussion as those having the freshness and vigour of life and with certain distinctive characteristics attributable to a class. On the one hand innovation and originality are appreciated by this group and on the other I could see equally clearly, that, yet it would not require to steer away more radically from commonly accepted views. A course of professional life or employment which would afford an opportunity for progress or advancement in the world definitely calls for an ability to work skilfully according to a set pattern or within an established school of thought and to demonstrate one's acumen and inventiveness. It has to be proved that only occasionally can more definitely unconventional behaviour succeed and in the end become accepted—in which case it might lay down a new orthodoxy. A certain misconception often aired about the young is that they should expose themselves always to risks. Unless a comment on this is reserved one may frankly admit this to be absurd in the sense that any such postulate may not quite stand to reason. Life's experiences can be varied and that the many remarkable incidents in the life of the young person should be so embroidered as to bring status in life.

No attempt is made here to cover either generally or in particular each individual career that has been identified or to give any description in detail. For this purpose the proper course is to approach a vocational guidance centre or career counselling bureau. Most general and interesting aspects of the career which the young may find useful are proposed to be presented here.

Coming to the most general aspects of careers one can find that every period in human history holds in high regard certain fields of activity in which special recognition can be won. This certainly and most inevitably changes its scope with the changes in social structure, institutions and attitudes. Career is open to talents is a universal truth. Today, the demands

\*Deputy Chief, University Employment and Information and Guidance  
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of the Computer Age call for talent wherever it can be found. Industrialisation has broken down the prejudices against certain forms of work. The class nature and class attributes of the career have become only a myth. The upper strata in society had at one time engaged in occupations connected with the running of government, waging of war, holding of sports and indulged in material means of living. Later certain professions like Law and Medicine which had earlier become highly regarded became their prerogative and prestige symbols. The democratic ideals in society have demolished this system and the contrast is most obvious now. Any talented young man or woman can make good his or her line and attain conspicuous success in almost any occupation which is tantamount to a career whether it be in the professions or in business.

The Twentieth Century also saw the emergence of woman as a careerist. Outstanding talent or gifts displayed by a feminine member of our society could claim equal recognition and reward. The young woman you meet outside her home today need not have outstanding talents. A fifty years ago this had not been the case; only women with exceptional talent were justified to have a career. The times have changed. She is fast emancipating her from the ordinary domestic and family duties. No wonder Feminism could bring about this revolution. And to my mind women will one day become a formidable rival to man in the realm of careers. In the general setting there is nothing surprising about such a situation. This is no cause for raising an alarm, but the point is that we would be prepared for a critical appraisal of the real situation in which every young man or woman today is exposed to the vagaries of a modern civilization. In such a system even those without talent may find their most useful place. Our society now provides for the maintenance of careers which are essential for its useful existence. No stress need therefore be laid on the discovery and training of talent as well as its support. The development of the total personality of the younger generation subjecting it to satisfy and fulfil the objects of social planning has yielded many promising results. A democratic scheme of education has proved itself a useful means to discover ability in different fields. The building up of a scheme of vocational guidance has brought human beings and jobs into a fruitful relation. And the result is that careers will be opened to the deserving.

Young people considering a career in any field should necessarily make their start at an early stage. No reliance shall be made to short cuts to enter a profession. Making good study, passing all examinations and qualifying to receive the title are all of equal importance in developing the talent. While a basic degree is most generally recommended, those who can attain commendable standard at the undergraduate level also can equally compete for admission in most of the professions, of course, excluding the teaching and administrative branches. Stiff and uncompromising competitions are the order of the day and the peril is that the incompetent will drop out. Ambition and success should meet in harmony and shall not be at poles apart. Every effort of the individual is intended to be for the good of the society and to this end the temperament and personality of the contributor should definitely be co-ordinated. Attainment is not an end in itself, it is only incidental to the end. That is to say the personal qualities, training and skill are all unexceptionable in the forming of a good professional whatever be his field. The qualities of self reliance, alertness, inquisitiveness, foresight, patience and a sense of good humour are all there behind any good professional and running through them all a sense of proportion will mark his distinction. There is no place for stubbornness which is too much of self reliance; inquisitiveness on the wrong side is nothing but impudence; hesitation is often mistook for foresight and weak submission for patience. Such is the character training for developing any career which should be ideally inculcated into the mind of the young aspirant. One can clearly comprehend that all good professions demand accurate knowledge, require a certain facility and efficiency to maintain good human relationship and the ability to cooperate adequately and intelligently.

A career for the young should never mean a mere employment which is usually referred to as a job. A career for the young should on the other hand mean an extremely pleasing experience in life and also a satisfying need for life to preserve and uphold the values of life. This reserve of contribution is embedded in the young and the community needs its release in an abundant measure. Let the young take their decision unobscured by any feeling of self glorification or self indulgence when it comes to choosing a career and they will be right in fulfilling their social commitment. □

# Effective Lecturing at the University Level

Sneha M. Joshi\*

Lecture has been the most widely used method of teaching in higher education. In spite of criticisms regarding its effectiveness, it seems to have considerable potential especially for achieving certain objectives of teaching like communication of basic information. For the purposes of influencing the thinking of the learners with a view to developing certain attitudes and values also, the lecture would prove a useful medium. In case of large classes, which is a characteristic of our classrooms, lecture as a method of teaching becomes inevitable. No matter how often it is used, or how useful it is, the success of a lecture would depend upon how it is delivered.

The U.G.C. (UK) Hale Committee report on University Teaching Methods (1964) has defined a lecture as : 'The teaching period occupied wholly or mainly with the presentation of information by the lecturer. There may be some opportunity for questions by students or little discussion, but in the main you have nothing, to do except to listen and take notes'. The lecture, probably the single most widely used instructional media in college classrooms, has its share of supporters as well as detractors everywhere. Though here and there some hold the view, that lectures became obsolete with the invention of printing and mass media, but there are people who regard it as the method par excellence and hold the opinion that lecture has an essential function and cannot be replaced by reading combined with teaching by discussion. The U.G.C. (UK) report on University Teaching Methods (1964) further remarks that at the most universities of U.K. the lecture remains the main vehicle for instruction and two out of every three of the teachers who replied to their questionnaire were satisfied with the amount of lecturing given to their students, whether specialized or non-specialized. The lecture remains an important media of instruction in the universities due to the fact that considerable time is spent in the teaching the facts, interpreting the facts and in speculating about facts. Almost the whole of the instruction in history and geography is devoted to this purpose. In the science subjects as in engineering, mathematics, medicine, chemistry, education etc., a good proportion of total time is given to the direct teaching of facts and the theories relating to them. Hence, lecture is an important method in college education. What

it needs is improvement in order to make an effective vehicle of instructional process.

## Limitations and Scope

The lecture method has been discredited because of certain inbuilt limitations. The lecturer is active in presenting the subject matter, developing arguments and synthesizing variety of view points. The students are passively and quietly listening to the exposition of the lecturer. Some one has humorously said 'Lecturing is compulsory on the part of the lecturer but listening is voluntary on the part of the students'. Students do not get sufficient opportunities to ask questions and get their doubts clarified. They cannot contribute to the development of arguments. Every student is supposed to listen at the same rate which may not be suitable to students of varying capabilities. There is no personal and intimate contact between the teacher and the taught. There is a possibility of introducing bias and specific values in the contents by the lecturers. The problem solving skills do not develop among students.

On the other hand lecturing has certain strong points, if delivered properly. Students learn new subject-matter easily and at a faster speed especially when such students are not mature for independent study. Lecturing has been considered an effective means for introducing a topic, giving overview of the totality of the topic and having a quick review of completed work. The students find it a useful means of learning new knowledge especially in the context of the phenomenon of rapid increase in knowledge. Lecturing is considered useful by students when a too many books are available as well as when very few books are available. Lecturing technique can provide most up-to-date information, since the lecturer can modify his presentation upto the last minute. Unlike the mass-media techniques, personal lecturing provides for immediate assessment of the classrooms. Consequently, the pacing of lecturing can be increased or decreased. The non-verbal feedback received from the students to the lecturer helps in changing the strategies of lecturing. Lecturing is useful for developing critical thinking and scholarly contact. It inspires and motivates students. Lecturing is most appropriate method of teaching when the students are more accustomed to oral stimuli.

The effectiveness of lecturing would depend upon

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the mastery of the speaking skills of the lecturer and listening skills of the students. The effective speaking skills should be accompanied by appropriate non-verbal means of communication. The selection of language i.e. 'words' should be done very carefully. An effective lecturer would normally use concrete nouns, active verbs, simple words, short sentences and active voice.

### Components of Lecture Method

Lecturing is a complex process. The strategy to analyse lecturing into component skills is criticised by a number of thinkers. Their argument is that there is no single style of lecturing. There are as many lecture styles as there are lecturers. Moreover, lecturing is an art. It cannot be analysed into components which became meaningless. On the other hand, there are others who have well received and supported the analytical approach. Based upon the latter thinking this paper has visualized the lecturing process as having three major stages. Planning, Presentation, Post-presentation. Under each of these stages the components have been listed while keeping in view their importance and practicality.

#### I—Planning Stage

The effectiveness of the lecture is related to certain factors like:

(i) audience analysis; (ii) budgeting of time; (iii) physical setting; (iv) selection and organization of contents; and (v) specification of objectives. These factors are briefly presented below:

##### (i) Audience Analysis

A lecturer would always know the nature and background of the target group, i.e. his audience. A lecturer may vary in his effectiveness with varying size of audience. For example, a lecturer may completely fail when the size of audience is around three or four students, on the other hand a lecturer may not be effective when the audience is too big. Secondly, the levels of curiosity and intellectual maturity of the audience do affect the styles and contents of the lecturers. Thirdly, the homogeneity-heterogeneity of audience is another important dimension for deciding the difficult level and length of the subject-matter. The level and pace of the lecture are influenced by the heterogeneity of the group. As a matter of fact the lecturer faces very difficult problems when the heterogeneity of the group is beyond certain limits. Fourthly, the language of communication influences the effectiveness of the lecturer. When the lecturer speaks in the language of the audience, the likelihood of the level of communication enhances.

##### (ii) Budgeting of Time

The preparation of lecture and budgeting of time for its delivery require a lot of experience with the subject matter as well as understanding of the audience. The budgeting of time takes into consideration the duration and schedule of available time, and number of sittings on the one hand and nature and length of teaching units and availability of resource materials on the other.

##### (iii) Physical Setting

The physical conditions in terms of size of a lecture room, furniture, equipment, amount of noise, light, and ventilation etc., are likely to influence the effectiveness of a lecture. The prior knowledge about these conditions can help in two ways: (a) checking and/or making provision of necessary equipment, if possible; and (b) changing the strategy and style of lecturing.

##### (iv) Selection and Organization of Contents

The selection of units depends upon the nature of students, their entry behaviours, i.e. previous knowledge, interest, curiosity, intellectual level, the purpose of the talk, etc. The lecturer employs the technique of task analysis. He analyses the main teaching points into meaningful components. He also decides the sequencing as well as mode of presentation. It is needless to say that the lecturer has mastery over the subject matter and is capable of transforming abstract concepts into concrete, specific events and vice versa. To this effect, he prepares the lecture notes. These lecture notes are up-to-date and comprehensive. In order to make communication effective the college lecturer prepares a brief synopsis of his lecture to be given to the students. This synopsis points out various textbooks and reference books. The synopsis can be given as handouts to the students prior to the lecture or at the end of lecture. In Indian conditions preparation of such handouts may be difficult because of economic difficulties and absence of clerical assistance. Nevertheless, a preliminary planning about the synopsis of the lecture and its oral dictation or written presentation on the blackboard before the lecture is a workable strategy.

##### (v) Specification of Objective

Any lecturing event should result in a change in behaviour—cognitive, affective and psychomotor. A lecturer should decide the direction and amount of such behavioural changes in his audience. This would mean the specification of objectives in behavioural terms. The objectives can be stated in a general form for the whole course to be covered within one academic session. But such yearly objectives do not help day to day lecturing



activities. The day to day specifications should be: (i) well stated in behavioural terms; (ii) adequate with respect to learning outcomes; (iii) relevant to the contents; and (iv) adequate with respect to the content outline.

## II—Presentation Stage

Even if the lecturer has prepared the lecture properly, it is important to know that sound preparation involves not only gathering material but also delivering it smoothly. Therefore, as a course of lectures progresses he unfolds his theme in stages that are complete to each lecture. Thus knowledge ceases to be personal and private. The very presence of a lecturer creates a bond, a community of interest. The lecturer's aim should be to arouse interest in a subject, to create belief in values, to direct attention to essential facts and concepts, to present general leading points of view and thus to bring the students into active touch with the subject. In other words, it has to do something with the personality characteristics of the lecturer which would make lecture effective. The presentation can be made effective with the help of personality characteristics and cognitive skills of the lecturer.

### (i) Personality Characteristics

Under this head six different aspects have been noted:

#### (a) Modulation of Voice

As competency of subject matter is important, command of voice is also a serviceable part of professional competence. This implies that lecturers should obviously have voice qualities and diction that are reasonably effective. Here no one demands an orator's voice or even a smooth delivery of the ordinary television announcer, but as the lecturer continues over a long period of time, maintaining the voice, at a particular note would be monotonous and less interesting. The modulation would reduce that monotony and also help in drawing and sustaining attention of the students at high level. Further, meaningful modulation would also help in understanding by showing the emphasis or the otherwise on specific words, concepts and issues.

#### (b) Gestures

Gesture is an important media of non-verbal communication. Verbal communication is usually supplemented by (non-verbal) gestures. While verbal communication appeals only to auditory sense, the gestures involve visual senses also. Further, it also reduces the monotony of lecturing. The gestures would usually include body movement, hands and head movement and facial expression.

#### (c) Humour

Relief is an important component in making any communication incidence effective and interesting. Humour is one of the important components of such relief. One has to be cautious in choosing such item lest it should dilute the seriousness of purpose.

#### (d) Pause

Pause is actually the fine gap allowed between two teaching acts—two students, a question and an answer, etc. This is to provide time to the students to think over the issue and consolidate their thinking and views. It is a very important skill but difficult to practise unless one carefully plans it.

#### (e) Speech

Speech is a basic tool, the chief means by which teachers attempt to reach students. Speech include pronunciation style. Pronunciation style of a lecture is very important in establishing effective and continuous communication link. While maximum effectivity can be achieved by establishing linearity with pronunciation styles of majority of students, the correctness has also to be maintained. In that case one may have to be a bit slow and take the students with him/her.

#### (f) Language

Language being the vehicle of communication between the teacher and the students, it has to be adjusted to the level of students' comprehension. Simple and difficult—the criteria of using the language should be the—understandability of the students. Wherever an unknown word is used, it could be immediately given the meaning.

#### (g) Confidence

Self confidence on the part of the lecturer is very essential in order to be effective in the class. Some are probably endowed with this quality. This can, however, develop with increasing grasp over the subject matter and improving communication ability. Feedback from external sources is the very important element in developing the confidence. Encouraging comments by students, peers and heads may be functional in developing confidence.

#### (h) Ability to Establish Rapport

Establishing a sort of rapport or relationship is essential in communication incidence. This relationship may be covert (public meetings) or overt. In case of teaching it ought to be overt or expressed. A teacher may have to find his own way to achieve the rapport. But knowing the pupils personality, showing concern

for the students, accepting pupils' ideas, encouraging pupil participation are some of the keys to establishing a rapport.

#### (ii) Cognitive Skills

The following skills are called cognitive skills. These refer to the process of lecturing from making a beginning to ending a lecture.

#### (a) Introducing

This stage emphasizes on establishing cognitive and effective rapport with the students. This also aims at developing the readiness in students to receive the specific subject-matter to be delivered. This may be done in a number of ways, viz. (i) by relating it to previous day's lecture or previous knowledge of students; (ii) by narrating an interesting related episode; (iii) by creating inquisitiveness in students, by putting certain questions on relatively known aspects of the topic; and (iv) demonstrating or displaying some interesting experiments or charts or models. These are certain alternatives which are neither exhaustive nor prescriptive. Lecturers should use their own discretion to select the method of introduction depending upon the nature of the subject matter, student group and his own capabilities.

#### (b) Explaining

Since lecturing is mainly monologue, the lecturer assumes the added responsibility of identifying the concepts and issues which students may find difficult. The presentation of the various aspects of subject-matter ought to be done in a particular sequence. This sequence may be logical and psychological depending upon the subject-matter. This could be done by using appropriate explaining links.

#### (c) Using Examples

Use of examples is a strong media in cases of clarification, extension and generalisation. This is a help in explaining. Examples should preferably be chosen from within the knowledgeable area of students. They should naturally provide the clue to the issue for which example is being used. Examples, which are important components, should be limited so that they may not overshadow the concept or an issue under consideration.

#### (d) Posing Questions

Although lecturing is mainly monologue, it is necessary that it stimulates students' thinking. The continuous narration or explaining may not serve this purpose. Hence, questions, preferably of pointed and prob-

ing type, should be put intermittently to the class. A pause should naturally follow the question to allow the students to think. Depending upon the size of the class the response can be given by students (small class) and by the teacher himself (large class). Even when the teacher responds, the purpose of stimulating thinking has been served. However, in principle student participation should be maximised.

#### (e) Use of Aids

Judicious use of teaching aids always makes the teaching more effective. While the use of charts, models, instruments, films, filmstrips, taped material etc., could be of differential use for different subjects and student groups, the blackboard is the most commonly obtaining aid available to all teachers. A schematic use of blackboard with prior planning helps greatly to make teaching effective.

#### (f) Facilitating Note Taking

Taking notes indiscriminately is a common phenomenon in our classrooms. At times this really overtakes the understanding aspect. Hence if the students can be provided structured time for note taking like dictating a few sentences after making a point, putting the gist on the blackboard or issuing a handout, the students might pay more attention to understanding the lesson.

#### (g) Achieving Closure

The lecture should obviously be concluded rather than ended abruptly. This can be done by consolidating the main points covered during the presentation. The lecture, however, remains incomplete without providing reference to reading material. The references can be given either during the presentation or at the end of the lecture. The references should be given as precisely as possible indicating the books, the chapters or if possible relevant pages from the chapter. This would economise the student's time.

### III—Post-Presentation Stage

During this stage the lecturer should give assignments which are essential for development qualities like self-reliance, self-direction and initiation, and library reading. An assignment should be properly understood, skillfully planned, intellectually given and carefully checked. Such assignments are indispensable and invaluable. Assignments given at the end of the lecture

*(Continued on page 12)*

# Peace Education

## An Experiment

G. B. K. Hooja\*

Officially sponsored and organised by GANDHI IN ACTION (an international group of nonviolent activists with headquarters in New Delhi) and by the International Study Center of the New Culture for the Expansion of Human Consciousness (headquarters in Borgosesia, Italy), with the cooperation of local groups and associations, THE PEOPLE'S MARCH FOR A NONVIOLENT SOCIETY was a unique experiment at the people's level in the International Year of Peace, 1986.

In the words of the International Coordinator, Riccardo Gramigna: "Usually a March for Peace is understood as a gathering of pacifists demonstrating against nuclear weapons, war, apartheid etc. with a typical attitude of protest against governments. These marches are for good reasons misunderstood by the people and we certainly did not want the people to react and close into their prejudices and fears; we wanted the people to open towards each other. We wanted the people to take action and responsibility in performing their part in 'making' world peace by committing themselves to creating peace within and without their personal world, within themselves, their families, their communities; therefore, the March for a Nonviolent Society."

So, when I and Arun, my son, received the invitation from Arya Bhushan Bhardwaj, the Indian Coordinator, to join this March through Italy, Switzerland and France, we readily accepted it and

found ourselves in the company of 25 learned scholars, peace activists, social workers and practitioners of nonviolence.

The Indian Delegation was received by the President of India, Giani Zail Singh, on the 10th June. The Rashtrapati expressed his pleasure to note that the common people had come forward to assert themselves on behalf of universal peace. He observed that the office-holders in the government everywhere were prisoners of political exigencies and could not do much.

On the 11th June, the Indian Delegation assembled at the Gandhi Samadhi and invoked the blessings of the Father of the Nation. From there they marched in a procession to the Anuvrata House and received the benediction of Muni Mahendra Kumar.

From 13 to 19 June, the March was hosted by the Community of the Ark founded by Lanza del Vasto, an Italian wanderer who had visited Mahatma Gandhi in Sevagram Ashram in Wardha in 1937 and had been named Shanti Das by the Mahatma. The participants visited several centres where nonviolent action and training programmes are being conducted and the communities where a nonviolent lifestyle has been adopted. The Indian delegates had the chance to study and compare these experiments with those of the Gandhian action programmes going on in India. The participants were duly impressed to see the European people living an alternative life right in the heart of the industrial civilisation, the life which the rural people of India have been living for centuries but which is now being apishly replaced by the Wes-

tern culture of industrialisation and consumerism.

On the 20th June the Delegation proceeded to Geneva, where they were received officially at the UN Headquarters by the Deputy Director General who expressed the gratitude and appreciation of the UN Organisation for the initiative of the Marchers. A memorandum was handed over to him to be transmitted to the UN Secretary General.

On June 21 the Indian delegation reached the Green Village (Villaggio Verde) in Cavallirio, a Community Project for a nonviolent society which is being built in a rural setting at the foothills of the Alps. From here, the March went across the Valsesia Valley, hosted by villages and towns such as Borgomanero, Borgosesia, Quarona, Varallo, Alagna.

In every locality the March had a very positive reception from the people, who participated in large numbers in the meetings and discussions organised on the topic of "How to build a Nonviolent Society".

Civic receptions were given in all towns by the Mayors and trees of peace were planted as mementos of the March.

One evening, at a public meeting it was suggested that we invite the audience to ask questions so that we should understand the working of their minds. Three ladies asked three pertinent questions:

1. How to save our children from the menace of T.V.?
2. When both parents have to work how to organise after-school time of our children?
3. Christ preached values of Love and Nonviolence 2000 years ago. But we are where we are, no better. Does Marx offer a solution?

These questions gave some inkling into the minds of the common Europeans, their fears and anxieties.

\*Former Vice-Chancellor, Gurukula Kangri, 5, Ahil Fazal Road, New Delhi - 110001.

Indeed these are typical of the worries of mothers all over the world and disclose the practical bias of a woman's mind.

As we threw the questions open for debate before the General Assembly and let the participants sitting around the camp fire in Parco Magni, Borgosesia, to find the answers, the following action programme seemed to emerge:

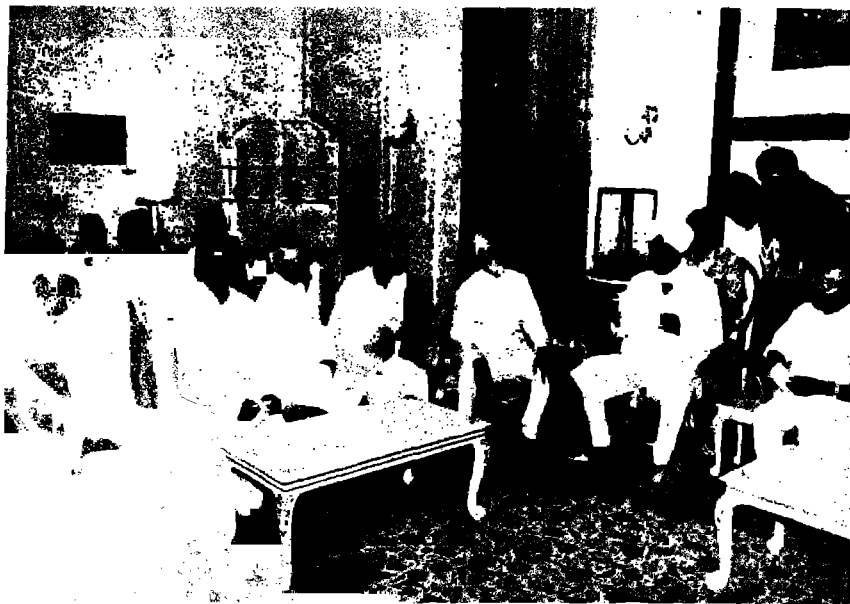
1. The educationists should develop character-building, man-making, inspiring software for use by the T.V.
2. Local Administration and local communities should provide healthy, social, sports facilities for children.
3. Comparative studies of world religions should be encouraged.
4. The biographies of saints and religious leaders should

be broadcast by audio-visual media.

5. Forward-looking citizens should work for building a global society and for demolition of national barriers.
6. A new social and economic order should be evolved to remove the injustices and extremes of inequality which mark the present economic scenario.

When the delegates met the next day at breakfast, it was decided that Mahavir Bhai, H.L. Sharma, Arun and I prepare a draft of a manifesto to be issued from Mt. Rosa on the last day of our March and circulate it for a full and frank discussion in the meanwhile. In this draft manifesto, we addressed ourselves to four categories of people who hold the controlling levers of society in their hands.

- (i) To the parents, the teachers and the priests we said: "Please set an example of nonviolent living before your kids and followers for they are apt to emulate your examples."
- (ii) We called upon the Haves of the world, the vast international community of the under-privileged and suffering humanity, to arise, awake and to organise themselves to present a united and strong front cutting across national, regional and religious barriers so as to find their place under the Sun.
- (iii) From the business community and the industrial magnates who hold the vast material and physical resources of the world in their hands,



*Members of the Indian delegation to the People's March for a Non-Violent Society with the President Giani Zail Singh*

we expected that they would act as trustees and not masters of the wealth of the world and should work in the interests of the common folk and the less-privileged sections of society, and certainly not as Merchants of Death, and desist from the present trend to indulge in Arms race, Arms manufacture and distribution.

- (iv) To the rulers of the world, the politicians, the UNO, we appealed for breaking national barriers with a view to establishing a World Federal

Order and a World Government.

This duly stimulated the deliberations of the sub-committees which had been earlier formed on several subjects related to 'building a non-violent society for world peace'. The resolutions of the sub-committees were considered at the Alagna meeting at the foothills of Mt. Rosa and were given a final shape by Bhatt, Riccardo and Arya Bhushan before being released.

On the last day, the 30th of June, on the top of Mount Rosa, the most magical and mystical mountain of the Alps, love and peace vibrations were irradiated over the world with

an impressive Havan Yajna ceremony performed according to the Vedic rites.

During the March all participants agreed in continuing the effort in promoting a campaign, on international basis, for overcoming fear and rebuilding confidence of man in the fellowman. Also a project of global education was proposed to be carried on in cooperation with 'Gandhi in Action' (International) and the International Study Center of the New Culture for the Expansion of Human Consciousness with a view to arousing human consciousness to the concept of world family and global unity. □

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# CALENDAR OF EVENTS

Proposed Dates of the Event	Title	Objective	Name of the Organising Department	Name of the Organising Secretary/Officer to be contacted
December 12-14, 1986	All India Seminar on Psychology, Sociology, Sports and Allied Sciences.	To acquaint the teachers and Professional personnel in Physical Education, Psychology and Sociology with the latest trends of research in Sports and Allied Sciences.	Degree College of Physical Education, Amravati.	Dr. V.D. Bapat, Organising Secretary, C/o Degree College of Physical Education, Amravati.
December 12-15, 1986	International Conference on Social Responsibility of Science	For critical analysis and evaluation of vital issues in diverse fields of Science and Technology and in diverse societal settings.	Jawaharlal Nehru University, New Delhi, in collaboration with Indian National Science Academy, New Delhi.	Prof. P.N. Srivastava, Vice Chancellor, Jawaharlal Nehru University, New Mehrauli Road, New Delhi.
December 14-21, 1986	All India Workshop-cum-Seminar on improvement in teaching of English.	To evaluate the method of English language teaching with special reference to curriculum development	Shree J.B. Thacker Commerce College, Bhuj	Prof. V.J. Jadeja, Head, Deptt. of English, Shree J.B. Thacker Commerce College, Bhuj.
December 15-17, 1986	Indian Geotechnical Conference—1986	Designed to seek a consensus on questions of current significance in geotechnical engineering relevant to the Indian context.	Indian Geotechnical Society—Delhi Chapter	Prof. Shashi K. Gulhati, Organising Secretary, IGC 86, Civil Engineering Department, Indian Institute of Technology, New Delhi.
December 15-17, 1986	National Seminar on Development of Natural Resources in North-East India.	To unfold the problems of the region to the community of geoscientists to help them engage in developmental activities.	Manipur University, Imphal.	Dr. R.P. Singh, Department of Earth Sciences, Manipur University, Imphal.
December 16-17, 1986	Seminar on Urbanisation and Regional Development	To examine the emerging pattern of urbanisation and regional imbalances	Postgraduate Department of Economics, Govt. Postgraduate College, Dharamasafa (H.P.)	Dr. Narendra Awasthi, P.G. Deptt. of Economics, Govt. Postgraduate College, Dharamasafa (H.P.)
December 16-18, 1986	International Symposium on Electronic Devices, Circuits and Systems	To provide a forum to research workers all over the world for exchange of information and technical perceptions in electronic devices, circuits and systems.	Indian Institute of Technology, Kharagpur.	Prof. N. B. Chakrabarti, Department of Electronics & Electrical Comm. Engg., IIT, Kharagpur.
December 22-23, 1986	National Symposium on Quantum Electronics	To discuss the latest developments in Quantum Electronics	Department of Physics, Cochin University of Science and Technology, Cochin.	Dr. M.G. Krishna Pillai Prof. & Head, Department of Physics, Cochin University of Science and Technology, Cochin.

## Complete Works of Kalidasa

The Banaras Hindu University has brought out the complete works of noted Sanskrit poet dramatist Kalidasa. The book entitled 'The Complete Works of Kalidasa' was recently released by the Vice President of India, Shri R. Venkataraman.

Available in both deluxe and popular editions the book has been edited by the Dean of the Sanskrit Vidya Dharma Vijnan Faculty of the Banaras Hindu University, Prof. Rewaprasad Dwivedi, a renowned authority on Kalidasa.

The edition of the complete works of Kalidasa contains the critically edited text, maximum number of their variants with references and some Sanskrit notes for all the seven works of the poet. The text has been fixed through an insight combined with the training in the discipline of the traditional criticism and in the documentation of modern research with the collation of various recensions preserved in manuscripts, anthologies, quotations and commentaries.

In the text of the seven works there are as much as 400 changes, which are amply approved by the scriptural evidence. In the footnotes the references to 210 unused manuscripts, 75 printed editions and 40 commentaries are available. Out of 210 manuscripts 28 are used completely and 182 are consulted from all corners of World. In his foreword to the book, Shri P.V. Narasimha Rao, Minister of Human Resource Development has said that new light and insight through this edition is expected.

## Model of ship engine room for Cochin University

Mr. D. Jayachandran, Chairman and Managing Director of the Cochin Shipyard presented a model of the engine room of a

75000 DWT Panamax bulk carrier to Dr. K. Gopalan, Vice-Chancellor of the Cochin University of Science and Technology recently.

The model will be used by the University as teaching aid for the naval architecture and ship building students. The model in the reduced scale of 1:10 incorporates all details of hull, longitudinal stiffeners, floors frame, docks, brackets etc. and plastic pipes in the same scale have been actually laid as per a preliminary layout drawing made by the design office.

The advantage of the model is that it gives a three-dimensional view of the intricate structure of the engine room of the 75,000 DWT bulk carriers.

## Indo-US Nuclear Research Project

The Delhi University, in collaboration with six top American Universities and the world renowned Fermilab, has undertaken a joint Indo-US Frontier Nuclear Research Project under the guidance of Dr. R.K. Shivpuri. A sum of Rs. three millions has been placed at the disposal of the university towards the funding of this project.

The research project entails experimentation and data processing using fourth generation computer.

## Dye Laser Spectroscopy Facility

The Government of India in the Ministry of Science and Technology has constituted a Management Advisory Committee to manage the High Resolution Dye Laser Spectroscopy Facility which has been established in the Cochin University of Science and Technology, with the support of the Government of India. The Committee consists of: (1) The Vice-Chancellor (Chairman), (2) Dr. V.B. Kartha, Bhabha Atomic Research Centre, Bombay,

(3) The In-charge, Laser Spectroscopy Facility, Kanpur Group, to be nominated by the Director, Indian Institute of Technology, Kanpur, (4) A representative of the Department of Science and Technology, Government of India, (5) Dr. K. Sathianandan, Member Secretary.

The term of the Committee is to expire on 31 March 1990.

## New M.Phil Course

The Department of Applied Chemistry of the Cochin University of Science and Technology proposes to start a new M. Phil degree course with Organic Chemistry as specialisation. Annual intake will be 8 and the admission is based on an entrance test. The classes are expected to commence in December, 1986.

## Maithili University Degrees Illegal

It has come to the notice of the University Grants Commission that a self-styled University named "Maithili University (Vishwa Vidya-pith) Darbhanga" is giving advertisements in the newspapers for the award of Degrees/Diplomas for various courses such as B.A., B.Ed. and M.A. and that such of its degrees are recognised by the universities and other organisations.

All concerned are informed through this announcement that the so called "Maithili University" is neither a University established by a Central or State Act nor a deemed to be university under Section 3 of the U.G.C. Act 1956 and as such it is not empowered to award degrees in terms of the provisions contained under Section 22 of the said Act.

Persons who intend to take admissions to the so called "Maithili University" for obtaining degrees are, therefore, advised against doing so.

## Five National Lecturers from JNU

Five Senior Professors of the Jawaharlal Nehru University have been selected as National Lecturers by the University Grants Commission for 1986-87. These Professors are Prof. P.S. Ramakrishnan (Ecology and Environmental Sciences), Prof. Harbans Mukhia (History), Prof. Mohd. Hasan (Urdu), Prof. H.S. Gill (Linguistics) and Prof. Ashok Guha (Economics). They have been selected under the UGC scheme to make available the services of eminent scholars to inter-act with faculty and students in the universities through delivering a series of lectures on specialised topics of their interest.

Under this scheme which was initiated by the UGC in 1970, some outstanding teachers are invited every year to visit some universities/colleges to give a series of lectures and to participate in their academic programmes with a view to establishing effective contacts with teachers, students and research workers in these institutions. This scheme is intended to promote academic standards. While finalising the programmes of visits to other universities, they are required to include at least one developing university which is in backward region.

## South Gujarat Varsity Sets Up Journalism Institute

An Institute of Journalism has been set up at the South Gujarat University, Surat. Named as "Shri Pravinkant Reshamwala Institute of Journalism" the Institute was recently inaugurated by Mr. R.K. Trivedi, Governor of Gujarat. The long-felt need for the Institute has been fulfilled with the donation made by the Editor, Gujaratmitra, Mr. Bharat Reshamwala.

## Grimm Prize for Prof. Ramesh Mohan

Professor Ramesh Mohan, Vice-Chancellor, Meerut University received the Jacob and Wilhelm Grimm Prize for 1986 at an impressive ceremony in Berlin on 19th November, 1986. The Prize, named after two German philologists and collectors of fairy tales, is awarded annually by the GDR Government to German and foreign scholars for their efforts in promoting German studies and international understanding.

## Fellowships in Social Sciences and Humanities

Shastri Indo-Canadian Institute, New Delhi has established two annual fellowships in Social Sciences and Humanities for Indian Scholars to do research study for one academic term, at a designated University in Canada. The fellowships are open to scholars at the middle level of their career stream who:

- (a) have proven ability for research and teaching;

- (b) will concentrate on a specific project of study in Canada from a comparative perspective on Canada-India topics;
- (c) have a reasonably clear plan of work during the visit indicating the intention to continue work in the same area on return to India in order to enhance the knowledge of Canada within the Indian academic community; and
- (d) are willing to take up the fellowship, if offered, and undertake to leave for Canada by 1 September, 1987.

The selected scholars will be paid the cost of air travel to and from the designated University, maintenance allowance of \$ 1500.00 per month for a maximum period of four months and a lumpsum of \$500.00 for purchase of books and personal effects. Nominations together with the 7 copies of the application with an equal number of plan of research study should reach The Shastri Indo-Canadian Institute, 92, Golf Links, New Delhi, latest by 15th January, 1987.

## Effective Lecturing at the University Level

(Continued from page 6)

would help the students of higher education in doing supplementary reading on the subject.

During all the stages the lecturer should make judicious use of all the components of the lecture with a view to making lecturing effective.

### IV—Evaluation

Effectiveness of a lecture could be judged only by evaluating it. This evaluation of the lecture would provide the opportunity for a feed back. It can be done by self-evaluation, evaluation by colleagues, evaluation by the head, or by students. In any case the purpose of this evaluation is to provide guidelines for improvement. □



# News from Agril. Varsities

## Dhillon Addresses Directors of ICAR Institutes

Mr. G.S. Dhillon, Union Minister for Agriculture, addressed the annual conference of the Directors of ICAR Institutes in New Delhi recently. He said that the Council's priorities, strategies and projects would have to be re-oriented to make it more effective and increase its impact on improvement of agriculture. He called for an improvement of technologies for dryland agriculture leading to substantial impact on food production from these traditional food scarcity tracts. Similarly, operational research projects for improving and stabilising rice production in the eastern region will help in removing stagnation in rice crop yields.

Stressing the development of projects on farming systems, Mr. Dhillon said that there was a need for greater emphasis on diversification in agriculture and integration of crops, livestock and fisheries.

Reviewing the progress made by ICAR in respect of implementation of projects, the Agriculture Minister said that it was the responsibility of the Directors of Institutes to fully utilise the Rs 425 crore allocated to ICAR for the Seventh Plan on absolutely necessary need-based projects. He said that the functions of carrying out adaptive and location-specific research, should be allocated to state institutions while ICAR institutions should devote themselves to basic or lead research in line with national priorities and emerging frontier areas.

Scientists, Mr Dhillon said, should be concerned about the transfer of technologies developed in the institutes because there was still a very large gap between the

demonstrated realisable yields and the actual crop yields obtained by the farmer. This gap can be bridged through operational research projects, he added.

## Rs. 2 Crore Auditorium for HAU

The Indira Gandhi Auditorium was recently inaugurated at the Haryana Agricultural University, by Shri Bansi Lal, Chief Minister of Haryana. Built at a cost of Rs. two crores, the auditorium has a seating capacity of 2000. It would enable the university to embark upon national and international level conferences, seminars and cultural activities in the University and the State.

Expressing his satisfaction at the rapid progress made by the Haryana Agricultural University, the Chief Minister exhorted the scientists to popularise new orchards and evolve innovative schemes for the dryland farmers of the State. Expressing grave concern at the plight of the poor farmers the Chief Minister urged the scientists to evolve more drought resistance varieties and popularise water conservation practices.

Earlier welcoming the Chief Minister, the Vice-Chancellor, Mr. L.D. Kataria said that the university had evolved 65 varieties in different crops, cereals and vegetables. The students of the university had received the highest number of fellowships.

The Vice-Chancellor expressed his gratitude to the State Government for the generous financial support given to the University and

said that in an educational institution with predominant scientific temper, interaction at the national and international levels would help create suitable culture for academic and intellectual activities for achieving excellence in various fields.

## Agro-Forestry Research Centre

Kerala Agricultural University has established an Agro-Forestry Research Centre under the All India Co-ordinated Research Project of the ICAR at the Livestock Research Station, Thiruvazhamkundu in Palghat District.

The technical programmes of the Centre include diagnostic survey and appraisal of the existing farming system and agro-forestry practices, collection and evaluation of promising species of fuel, fodder and timber and studies on management practices of the agro-forestry system.

Experimental work on the compatibility of different components of the agri-horticultural system has already been taken up at the Centre.

## Pant Visits Patnagar

Mr. K.C. Pant, Union Minister for Steel and Mines, visited the G.B. Pant University of Agriculture and Technology recently. In his discussion with the Vice-Chancellor, Mr. Kripa Narain, he stressed the need for initiating research on the impact of solar energy on cropping pattern.

The Minister appreciated the University's efforts in fisheries research. He also showed keen interest in the field of crop research, particularly the development of new high yielding rice varieties—Pant Dhan-6 and Pant Dhan-7.

## Chinese Delegation Visits HAU

A 4-member high level Chinese delegation, headed by Mr. Sun Xiang, Deputy Director, Department of Education, Ministry of Agriculture, Animal Husbandry and Fisheries, paid a one-day visit to Haryana Agricultural University (HAU) recently to have an overview of research and extension work being done at the University. The members of the delegation visited the research farm and constituent colleges of the University.



Mr. L.D. Kataria, Vice-Chancellor, explained to the members of the delegation the organisational administrative set up as well as the research and extension work being done at HAU.

The delegation included Mr. Liv Xumxao, Associate Professor of Agronomy, Mr. Ma Shiging, Deputy Chief, Higher Education Division, Department of Education and Mr. Chen Zongdeo, Professor, Foodstuff, South-West Agricultural University.

## UGC Assistance for Varsity Museums

The University Grants Commission has decided to extend financial assistance to Rabintra Bharati and Calcutta University for the development and strengthening of their museums. This has been done on the recommendations of an Expert Committee which had visited these museums to make an assessment of their performance.

The quantum of assistance amounting to Rs. 5 lakhs sanctioned for the museum at Rabintra Bharati includes Rs. 80,000 for Camera equipment, Rs. 80,000 for conservation laboratory, Rs. 2.90 lakhs for tape Recorder and other accessories and Rs. 50,000/- for acquisition of manuscripts and paintings. Besides, one post each of Photographer, Conservation Assistant, Recordist and Curatorial Associate have also been sanctioned.

The Asutosh Museum at Calcutta University has been sanctioned financial assistance to the tune of Rs. 4,50,800 which includes Rs. 1,35,000 for equipment, Rs. one

lakh for books and journals, Rs. 80,000 for publication of sculpture catalogue, Rs. 30,000 for conservation (fumigation Chamber and distilled water tank) and Rs. 50,000 for gallery reorganisation (painting and wood work). In addition to this a post of Dy. Curator has also been sanctioned.

This assistance to both the museums will be provided outside the plan allocation.

## Strengthening of Departments of Performing and Visual Arts

On the recommendation of a Visiting Committee the University Grants Commission has agreed to provide financial assistance amounting to Rs. 15 lakhs for a period of 5 years each to Rajasthan University, Jaipur and Visva Bharati Santiniketan for strengthening their Departments of Performing Arts and Visual Arts.

The quantum of assistance agreed to in the case of the two universities is as under:

(A) **Rajasthan University** : Departments of Performing Arts and Visual Arts : Two professors and 4 Junior Research Fellows (at any given time), Visiting Faculty (Rs. 20,000 per annum), contingencies (Rs. 20,000 per annum), Equipment for three departments (Rs. 3 lakh) and Building (Rs. 3 lakh).

(B) **Visva Bharati** : (1) Department of Visual Arts (Kala Bhavan): Books and Journals including archival documentation (Rs. 3 lakhs), Publications (Rs. 40,000 per annum), Visiting Faculty (Rs. 40,000 per annum), travel and field work (Rs. 40,000 per annum) and for 2 JRF (per annum).

(2) Department of Performing Arts (Sangita Bhavan) : One Icc-Furer and six accompanists, Visiting faculty (Rs. 20,000 per annum), 2 JRF (per annum) and studio equipment (Rs. 2 lakh).

## 56 Colleges Selected for COHSSIP

The University Grants Commission (UGC) has selected 56 more Colleges (32 Arts and 24 teachers training) for participation in the College Humanities and Social Sciences Improvement Programme (COHSSIP) Scheme.

The COHSSIP Scheme, started by the U.G.C. in 1974-75, aims at bringing about improvements in the teaching of humanities and social sciences at the undergraduate level with particular reference to (a) adoption of new teaching methods, (b) extension of library services, (c) introduction of special courses, (d) interdisciplinary programmes, (e) adoption of various measures of examination reforms, (f) remedial teaching; and (g) field/project work etc.

A College selected under this scheme is provided financial assistance to the tune of Rs. 3 lakhs for a period of three years. The total

number of Colleges participating in this scheme is 429 (386 Arts and 43 teachers training).

perimental programme which may be useful for other universities and colleges also. Let not the Physical Education Departments be satisfied only with preparing college and university teams.

## Sports News

### Campus Fitness Programme at Annamalai University

*"What a disgrace it is for a man to grow old without even seeing the beauty and the strength of which his body is capable of".*

—Socrates

To promote the standards of physical fitness of University Youth and staff; and to select, train and coach talented sportsmen of the university, a Campus Fitness Programme was launched in 1984-85 by the Annamalai University, Annamalai-nagar.

The concept of individual physical fitness through sports and games was taken from house to house so that members of the staff and students of university may devote their time to constructive pursuits by taking part in various physical exercises. To assess the physical fitness standards of university youth, (both men and women students) three simple tests were selected mainly to test their strength, strength endurance and cardio vascular efficiency:

(for men): Floor Push ups straight back, 12 min. Jog/run/walk, sit ups-bends knee for 1 min. continuons.

(for women): Flexed arm hang (in seconds), Sit ups (band knee) and 8 min. Jog/run/walk.

Annamalai University campus fitness programme is a model ex-

### We Congratulate . . .

1. Dr. J.V. Goud who has been appointed as Vice-Chancellor of the University of Agricultural Sciences, Dharwad.
2. Dr. (Mrs.) K. Rajya Lakshmi who has been appointed as Vice-Chancellor of Sri Padmavati Mahila Visvavidyalam, Tirupati.

## News from Abroad

### 5th International Conference of University Administrators

Conference of Administrators and Secretaries, U.K. and Conference of University Administrators, U.K. will hold, in collaboration with Australian Institute of Tertiary Educational Administrators, the fifth International meeting of University Administrators at Sydney (Australia) from July 26 to August 1, 1987. It will be recalled that the 4th international meeting was held in Delhi in January 1986 while the 1st three meetings were held at Bath (U.K.) in 1981, Hong Kong in 1982, and University of Waterloo (Canada) in 1984. The emphasis in the International Meetings is on international co-operation and exchange of information. The following four themes have been selected for deliberations

in the 1987 Meeting through keynote speakers, plenary sessions and discussion groups :

1. International co-operation between universities with particular reference to the exchange of staff and students;
2. Techniques of resource allocation;
3. Maintaining the image of universities in a changing world; and
4. International comparison in the governance and decision making in universities.

Registration forms and further details can be had from: David Price, Assistant Registrar, Macquarie University, North Ryde, New South Wales 2113, Australia.

# AIU Library

Established in 1965, the AIU Library has acquired over the years a valuable collection of books and documents on Higher Education. Among the topics prominently represented are Educational Sociology, Educational Planning, Educational Administration, Teaching & Teachers' Training, Examinations, Economics of Education and Country Studies. Developing fields of Adult Education, Continuing Education and Distance Education, and Educational Technology are also well stocked. The Library is particularly strong in its collection of reports whether they are on the setting up of different universities or on the state of Higher Education. Files of Annual Reports of different universities are also maintained. Readers are kept informed of the latest acquisitions through our column 'Additions to AIU Library'.

The Library also receives about a 100 periodical titles on Higher Education. All these are indexed regularly and a select list appears every month as 'Current Documentation in Education'.

Doctoral Degrees awarded during the preceding month are reported as 'Theses of the Month' while registrations made for such degrees are flashed as 'Research in Progress'. Bibliographies are also compiled and supplied on demand.

Research scholars and students of education are welcome to use these resources. The Library is open from 9-00 a.m. to 5-30 p.m. Monday through Friday. Access can also be had through inter library loan for which requisition must be made through your Librarian.

## A List of Research Scholars Registered for Doctoral Degrees of Indian Universities

### SOCIAL SCIENCES

#### Psychology

1. Balhava, Inder Pal. *A comparative study of children with and without visual perceptual deficit in relation to their personality, adjustment and parental attitudes.* Panjab. Prof. (Mrs.) Vidhu Mohan.

2. Thomas, Molina Susan. *Factors related to the academic achievements of gifted students of low and high socio-economic status.* Kerala. Dr. B. Dharmangadan.

#### Sociology

1. George, K.C. *Unionisation and politicisation among head load workers of Kerala: A study of processes of social change.* Kerala. Dr. Manu Bhaskar.

2. Radhakrishnan Nair, A. *Deforestation and changing patterns of tribal economy in Kerala.* Kerala. Dr. M. Indukumari.

#### Political Science

1. Madhavan, Soja. *Christianity and socio-political developments in Erstwhile Travancore.* Kerala. Dr. P. Vijayakumar.

2. Mohan Kumar, K. *India's nuclear policy: A study with special reference to the role of major political parties.* Kerala. Dr. G. Gopakumar.

3. Suresh Kumar, R.K. *The socio-economic basis of political evolution in Erstwhile Travancore State.* Kerala. Dr. K. Raman Pillai.

4. Vinayakumar, L. *Leadership role in the process of political modernization in Kerala: A case study.* Kerala. Dr. P. Vijayaraghavan.

#### Economics

1. Bhardwaj, Nirmal. *Problems of rural poverty in HP: A study of a selected block in Mandi District.* HP. Dr. D.S. Thakur.

2. Bist, Narinder Singh. *Problems of hill area development: A comparative study of development experience of Himachal Pradesh and Uttar Pradesh Hills.* HP. Dr. L.R. Sharma.

3. Krishan Kanta. *Dynamics of agricultural transformation in Himachal Pradesh.* HP. Dr. L.R. Sharma.

4. Meenakshi. *Participation of female labour in agriculture of Himachal Pradesh: An economic analysis.* HP. Dr. B.K. Sikka.

5. Mishra, Deepak. *Social accounts of Madhya Pradesh, 1960-81 to 1984-85.* HS Gour. Prof. R. Mehrotra.

6. Nagpal, Diwan Singh. *Gandhi's All India Village Industries Association and Khadi and Village Industries Commission: A comparative study.* Panjab. Dr. G.L. Malhotra and Dr. Jai Narain.

7. Satish Chander. *Differentiation in rural Himachal Pradesh: A comparative study of two selected blocks.* HP. Dr. D.S. Thakur.

8. Sham Lal. *An empirical study of the nature, extent and impact of the glow of agricultural labour to Panjab from other states.* Panjab Dr. R.N. Soni.

## Public Administration

1. Mahajan, Sanjeev Kumar. *Performance of public undertakings in Himachal Pradesh with special reference to Himachal Road Transport Corporation*, Panjab. Dr. B.S. Ghuman.

## Education

1. Asija, Ranveer Pratap. *Teaching competence as related to development of skills specific to teaching of biology through micro-teaching among prospective secondary school teachers*. Panjab. Prof. J.N. Joshi.

2. Batani Devi. *Effect of behaviour modification techniques on behavioural problems of pre-school children of Anganwadi centres in Chandigarh*. Panjab. Dr. (Mrs.) Tehal Kohli.

3. Bhagh Singh. *Status of opopulation education in Panjab and the factors impeding its successful implementation*. Panjab. Dr. (Mrs.) B.K. Saini and Dr. S.S. Kishanpuri.

4. Dhupia, Neelam. *Population awareness of the Higher Secondary School students in Panjab and a desirable curriculum to cover population problems*. Panjab. Dr. (Mrs.) B.K. Saini.

5. Ghuman, Bhupinder Singh. *Relationship of selected motor fitness components and anthropometric measurements to gymnastic performance at different levels of competitions*. Panjab. Shri Gurbakhsh S. Sandhu.

6. Gill, Balwinder. *Socio-psychological characteristics of successful physical education teachers*. Panjab. Shri Gurbakhsh S. Sandhu.

7. Gupta, Sushma. *Education as a factor of social adjustment of adolescent girls across different levels of socio-economic status*. Panjab. Dr. S.S. Mathur.

8. Mjange, Andrew Titus Omolo. *Perceptions of high school teachers, students, parents and educational administrators regarding the principles, practices and procedure of curriculum development-programmes for high schools in Nairobi, Kenya*. Panjab. Dr. (Mrs.) B.K. Saini.

9. Pandey, Anil Kumar. *A study of self-concept and attitude towards adult education of tribal and other adult learners of Madhya Pradesh*. HS Gour. Dr. Dr. S.P. Ahluwalia.

10. Pandey, Anuradha. *A critical study of inservice education of secondary school teachers in Madhya Pradesh with a view to suggest a Vialde Model*. HS Gour. Dr. Dr. S.P. Ahluwalia.

11. Phutela, Rakesh. *A study of job-satisfaction and job-dis-satisfaction as related to job-content and job-context factors among administrators and academic staff of colleges of education in Panjab*. Panjab. Dr. (Miss) Sudesh Gakhar.

12. Sandhu, Kulvinder Kaur. *A test construction study of motor fitness for college females in volleyball*. Panjab. Shri Gurbakhsh S. Sandhu.

13. Sharma, Asha. *An exploration into the self concept job satisfaction and personality characteristics of harijan and non-harijan school teachers of Bundelkhand Region of Madhya Pradesh*. HS Gour. Dr. (Smt) L. Mishra.

14. Shukla, Nandita. *A curricular design for value oriented secondary school teacher education in Panjab*. Panjab. Prof. J.N. Joshi.

## Fine Arts

1. Kang, Diljit Kaur. *Traditional folk arts and crafts of Panjab*. Panjab. Dr. Mulk Raj Anand.

## Architecture

1. Bhatti, Surendra Singh. *A study of Chandigarh in the context of LE Corbusier's statute of land: The first thirty years, 1951-1980 with special reference to the city's concept and performance*. Panjab. Mrs. U.E. Chowdhury.

## Music

1. Gurnam Singh. *A musicalogical study of Guru Nanak Bani*. Panjab. Dr. Vijay Kumar Aggarwal and Dr. Darshan Singh.

## HUMANITIES

### Language & Literature

#### English

1. Chaube, Krishan Kumar. *The Hemingway Code: Its evolution and practice*. HS Gour. Dr. H.S.S. Vaid.

2. Dhawan, Roshan Lal. *Individual and society in the plays of Arthur Miller*. Panjab. Dr. Meera Malik.

3. Gupta, Veena. *The quest for identity in the works of V.S. Naipaul*. Panjab. Prof. D.R. Sharma.

4. Mridula Kumari. *Treatment of evil in the selected novels of Joseph Conrad*. Panjab. Prof. (Mrs.) Nirmal Mukerji.

5. Sharma, Ruby. *Love and violence in the selected plays of Eugene O'Neill Arthur Miller and Tennessee Williams: A comparative analysis*. Panjab. Prof. M.L. Raina.

6. Shrivastava, Rajni. *The art of Bhagani Bhattacharya*. HS Gour. Dr. H.S.S. Vaid.

#### Sanskrit

1. Karam Singh. *Dayanandiya Vangmai mein shaddarshan Vishyak sandarbhon ka alochnatmak adhyayan*. Panjab. Prof. B.L. Bhartiya.

2. Savita Kumari. *Swami Dayanand ke anuvarti vidvanon ka Upnishad vyakhyana karya*. Panjab. Prof. B.L. Bhartiya.

3. Shashi Kala. *Philosophy of love in Sanskrit literature with special reference to Valmiki and Kalidasa*. Panjab. Dr. S.P. Bhardwaj.

4. Som Lata. *A critical study of Agnipurana*. Panjab. Dr. Dharma Nand Sharma.

#### Punjabi

1. Darshan Lal. *Punjabi culture in Shiv Kumar's poetry*. Panjab. Dr. Kesar Singh Kesar.

2. Duddheh, Didar Singh. *Panjabī gazal dā alochnatmak adhyayan Das pranukh gazal gani de sandarbh vich 1947 ton 1985 tak*. Panjab. Dr. Jagtar Singh.

3. Kuljit Kaur. *Panjabī sufi kav dā kala-pakh : Sheikh Farid, Shah Hussain aur Sulran Bahu de vishesh sandarbh vich*. Panjab. Prof. Attar Singh.

4. Ravinder Singh. *England dee Panjabī galap dā samajik te sabhiacharak pakh*. Panjab. Prof. Attar Singh.

5. Sethi, Uma. *Guru Tegh Bahadur Jee dee bani vich manvi sankat dee cherna*. Panjab. Dr. Kartar Singh Suri.

6. Sidhu, Amarjit Kaur. *A critical study of rural culture depicted in the novels of Sohian Singh Seetal*. Panjab. Dr. K.S. Suri.

7. Sodhi, Parminder Singh. *Concept of suffering and death in Farid's poetry*. Panjab. Prof. Attar Singh.

8. Suljan Begum. *A critical study of the Pakistani Panjabī novel*. Panjab. Dr. K.S. Suri.

#### Hindi

1. Aggarwal, Nishi. *Nareesh Mehta ke upanyason kee vyakti-yadi bhoomi tatha samajik paridrishya*. Panjab. Dr. Laxmi Narain Sharma.

2. Anita Rani. *Sahitkari Hindi upanyas ka sanuj-shastriya adhyayan*. Panjab. Dr. Yash Gulati.

3. Chandel, Naulakha Singh. *Bhavendu ke gadya sahitya mein nav jagaran aur punrhan ke tarvon ka adhyayan*. Panjab. Dr. M.P. Bhardwaj.

4. Dhani, Amarjit Kaur. *Guru Gobind Singh kee bhasha ka shaili-vaigunik adhyayan*. Panjab. Dr. Darshan Singh.

5. Geethakumari Amma, J. *A study of the fiction of Munna Bhundari*. Kerala. Dr. J. Ramchandran Nair.

6. Gosain, Madhu. *Samajik mulyon ke sandarbh mein Agneya ka katha-sahitya*. Panjab. Prof. D.P. Maini.

7. Harbhajan Kaur. *Suryakant Tripathi Nirala ke kavya mein samajik mulya*. Panjab. Prof. D.P. Maini.

8. Hemalatha, T. *A comparative study of the poetry of Ajneya and Ayyappa Panicker*. Kerala. Dr. S. Thankamony Amma.

9. Indiramma, C. *The original hindi poetry and novels of South India*. Kerala. Dr. N. Chandrasekharan.

10. Juneja, Ashok Kumar. *Arya samaj ka Hindi jeewan-sahitya ko yogdan*. Panjab. Dr. B.L. Bhartiya and Dr. Vishwa Bandu.

11. Labh Chand. *Adhimik samajik sandarbh mein Sursagar ka adhyayan*. Panjab. Dr. Laxmi Narain Sharma.

12. Malhotra, Sapna. *Sankaleen natakaron ke nari patron ka samuj-manovagyanik adhyayan*. Panjab. Dr. Virendra Mehndiratta.

13. Manikantan Nair, K. *A critical re-evaluation of the artistic aspect of Acharya Chathursen Sastri*. Kerala. Dr. S. Thankamony Amma.

14. Nayyar, Renuka. *Mahila kahaniyon ke kahaniyon mein nari swatantrya aur usse upjee tanav, 1960 se 1985*. Panjab. Dr. Virendra Mehndiratta.

15. Prasad, Prasoon Lata. *Sumkaleen natakaron ke purush patron ka samaj manovagyanik adhyayan*. Panjab. Dr. Virendra Mehndiratta.

16. Prathapan, S. *Original Hindi plays after 1960 : An analytical study*. Kerala. Dr. N. Chandrasekharan Nair.

17. Ramchandran Pillai, R. *A comparative study of the short stories of Premchand and Karur*. Kerala. Dr. V.P. Mohammad Kunju Meharu.

18. Santhi, S. *Lakshminarayan Mishra : The play wright of cultural consciousness*. Kerala. Dr. S. Thankamony Amma.

19. Shashi Bala. *Prasad ke natya sahitya mein purush, patra vargikaran evam charitra vishleshan*. Panjab. Dr. Jagmohan Chopra.

20. Sivarama Pillai, V. *Origin and development of Hindi prose re-evaluation*. Kerala. Dr. V.P. Mohammad Kunju Meharu.

21. Suman Kumari. *Sankaleen mahila kathakaron ke patron ka samuj manovagyanik adhyayan*. Panjab. Dr. Virendra Mehndiratta.

22. Surinder Kaur, Shri Vyathu Hridai ka a.nuvikasatmak sahitya : Manav mulyon ke sandarbh mein. Panjab. Prof. D.P. Maini.

23. Vohra, Hem Raj. *Chandigarh, Panjab, Haryana tathu Himachal Pradesh ke rajyon ke mudhyamik star ke Hindi pathya pustakon ka manav-mulyon ke sandarbh mein vishleshanatmak adhyayan*. Panjab. Prof. D.P. Maini.

#### Malayalam

1. Abida Beevi, A. *Humanism in Malayalam romantic poetry: A study based on the works of Assan, G. Sankarankurup and Vayalar Ramavarma*. Kerala. Dr. D. Benjamin.

2. Anita, G. *A critical study of the influence of Kannassa poets as reflected in the works of Ezhuthachan*. Kerala. Dr. V.S. Rama krishnan.

3. Bhattachi, C.V. Vasudeva, *Malayalathile kalapratyayangal*. Kerala. Dr. N.R. Gopinatha Pillai.

4. Devarajan, P. *Influence of Sree-Narayana Guru on Kunharan Assan's poetry*. Kerala. Dr. K. Reimamma.

5. Devi, K.S. *Malayala niroopanathinu andyukaula mansikalade sambhavana*. Kerala. Dr. V. Gangadharan Nair.

6. George, O. *A descriptive study of manamathumala on the basis of the linguistic peculiarities of missionary Malayalam*. Kerala. Dr. P.M. Joseph.

7. Girijakumari, K. *Coordination in Malayalam*. Kerala. Dr. A.P. Andrewsully.

8. Gopakumaran Nair, T.N. *Literary contribution of chem-pakasserri*. Kerala. Dr. N.R. Gopinatha Pillai.

9. Jaya, R. *Novels of Kesava Dev : A study in the social background*. Kerala. Dr. K. Prasobhan.

10. Jayakumar, M.N. *Speech variation and social stratification in Trivandrum District*. Kerala. Dr. P. Somesekharan Nair.

11. Krishnamoorthy, T.S. *Contribution of creative writers to literary criticism in Malayalam: A study with special reference to Asan, Ulloor and Vallathol*. Kerala. Dr. N.R. Gopinatha Pillai.
12. Lalithakumary, V.G. *The influence of Mahabharata on Malayalam literature with special reference to the 19th and 20th century literature*. Kerala. Dr. K. Prasobhan.
13. Muraliedharan Nair, S. *Adhyatma Ramayana and Ezhu-thatchan's Ramayana: A case study in translation*. Kerala. Dr. N.R. Gopinatha Pillai.
14. Nair, Hari P. *Speech form of Mudugas and Kurumbas: A comparison*. Kerala. Dr. N. Rajendran.
15. Prabhakaran, T.T. *Poetry criticism in Malayalam: Historical and theoretical study*. Kerala. Dr. V.S. Ramakrishnan.
16. Radhakrishnan, V. *Modernist trends in Malayalam novels with special reference to O.V. Vijayan and Anand*. Kerala. Dr. P. Gopalakrishnan Nair.
17. Renu Devi, S. *Contribution of Kerala Varma to Malayalam poetry*. Kerala. Dr. V. Gangadharan Nair.
18. Remesan, P.L. *Travelogues in Malayalam with special reference to the works of S.K. Pottekkattu*. Kerala. Dr. V. Gangadharan Nair.
19. Revikumar, B. *Malayalakavithayile sanyamoola kalankaragaleude vikasapurinamangal*. Kerala. Dr. N. Mukundan.
20. Surma, C.E. Vasudeva. *Kilippattu movement in post-ezhu thachan literature*. Kerala. Dr. N.R. Gopinatha Pillai.
21. Saihi Devi, A.R. *Vision and structure: A study based on the novels of Chandumenon, Thakashi and M.T. Vasudevan Nair*. Kerala. Dr. N.K. George Onakkoor.
22. Seema, T.N. *The art and craft of the novels of C.V. Raman Pillai*. Kerala. Dr. P.V. Velayudhan Pillai.
23. Shaji, J. *Contributions of Ramayarma Appan Thampuran to Malayalam literature*. Kerala. Dr. V. Gangadharan Nair.
24. Shaji, S. *Historical themes in Malayalam dramas*. Kerala. Dr. P. Gopalakrishnan Nair.
25. Shameem, A. *Elegy in Malayalam and English: A comparative study*. Kerala. Dr. N. Mukundan.
26. Souhridam, P.P. *The influence of Marxism in Malayalam poetry: An analysis*. Kerala. Dr. B.C. Balakrishnan.
27. Sreejaya, P.S. K. *Sarasvathi Ammayude kathalokam*. Kerala. Dr. P. Gopalakrishnan Nair.
28. Sreelatha, R. *Satire in Malayalam literature: A comparative study on Sanjayan and E. V. Krishna Pillai*. Kerala. Dr. V. Gangadharan Nair.
29. Vijayan, K. *Classical elements in the poetry of Asan, Ulloor and Vallathol*. Kerala. Dr. N. Mukundan.

#### Geography

1. Devendra Kaur. *Spatial organization and functional interdependency of market centres of Kharagone District, West Nimar*. M.P. Devi Ahilya. Prof. A.A. Abbasi.
2. Kumar, Anuradha. *Traditional townscape and mahalla ecology of a Himalayan Hindu capital: A case study of Chamba*. H.P. Panjab. Dr. K.D. Sharma.

#### History

1. Dua, Jagan Nath. *Freedom movement in Himachal Pradesh, 1920-1947*. H.P. Dr. L.P. Pandey.

## THESES OF THE MONTH

### A List of Doctoral Theses Accepted by Indian Universities

#### SOCIAL SCIENCES

##### Psychology

1. Nagarathnamma, B. *Work adjustment and job satisfaction in nursing profession*. Venkateswara.
2. Parmar, Narendrakumar Ambalal. *Organizational effectiveness in public and private sector organizations in relation to need congruence between organizational needs and individual needs*. Baroda.

##### Sociology

1. Gupta, Arun Kumar. *Sociological implications of rural to rural migration: A case study of rural immigrants in Panjab*. PAU.
2. Lakshmaiah Naidu, G. *Determinants of fertility and family planning among the Sugalis in drought prone areas, Anantapur District of Andhra Pradesh: A case study*. Krishnadevaraya.
3. Lanu Aier, J. *Contemporary Naga social formations and ethnic identity: A case of development or decay*. NEHU.
4. Mishra, Krishna Prasad. *Trade unions in sugar factories of Basti District: A sociological study of their intra and extra rural activities*. Gorakhpur.
5. Ramana, Patri, Venkata Lakshmi. *Modernist orientation and role performance of lady teachers of Visakhapatnam Municipal schools*. Andhra.
6. Satnam Kaur. *Role of women in rural development: A case study of Haryana*. HAU.

##### Social Anthropology

1. Hemalatha, P. *Family, kinship and cultural plurality among the Christians in Rayalaseema, Andhra Pradesh*. Venkateswara.

##### Social Work

1. Parthasarathy, R. *Psychological correlates of low and high achievers at school*. Bangalore.

##### Political Science

1. Banerjee, M.J.V.M. *Afghanistan crises: Its impact on world politics*. Vikram.
2. Bhaskar Reddy, K. *Caste and politics in Andhra Pradesh: A case study of Chittoor District*. Venkateswara.
3. Francis, K. *Politics of education in Kerala*. JNU.
4. Gawarguru, G.N. *The party politics in reserved constituencies: A case study of Pandharpur Parliamentary reserved constituency for the scheduled castes in Maharashtra*. JNU.
5. Jawed, Ajeet. *Left politics in Panjab from 1935-47*. Delhi.
6. Mukhopadhyay, Manimay. *A study of the Gandhian concept of Swaraj*. Burdwan.
7. Roy, Ash Narain. *Cuba's relations with Soviet Union, 1968-1980*. JNU.
8. Saha, Kalyani. *Police administration in the context of development: A case study of West Bengal, 1951-1971*. JNU.

##### Economics

1. Chhitar Mal. *Monetary policy phases and inflationary trends in India, 1951-81*. Rajasthan.
2. Goyal, Bhupendra Kumar. *Financial appraisal of pharmaceutical industry in India*. Rajasthan.
3. Khattar, Ram Kumar. *An economic analysis of integrated rural development programmes in Mahendragarh District of Haryana*. HAU.

4. Lakshmy Devi, K.R. *Economics of electricity supply industry in Kerala: A study of costs and tariffs*. Calicut.

5. Mandalik, Archana. *Madhya Pradesh ka janakikiya adhyayan*. Vikram.

6. Mathur, Ravindra Nath. *Perception of quality of working life and the related factors: A study of women workers in construction industry*. IIT, Delhi.

7. Mehta, Shekhar Prakash. *An analysis of tax structure and tax evasion in Rajasthan, 1960-61 to 1979-80*. JNU.

8. Muhammad Abdul Latif. *Performance of the Bangladesh handloom industry, 1947 to 1980*. JNU.

9. Naik, Dibakar. *Economics of potato marketing in Orissa*. Utkal.

10. Patnaik, Uma Shankar. *Efficiency of groundnut marketing in Andhra Pradesh*. Hyderabad.

11. Sachitha andan, M.V. *A study of consumption function and related aspects*. Madurai.

12. Sharma, Narendra Kumar. *Working capital management in the textile industry in private corporate sector in Rajasthan with special reference to credit planning by banks*. Rajasthan.

13. Suguna, V. *Agricultural surplus and its disposition in Telangana Region*. Osmania.

14. Thorat, Sukhdeo Kisanrao. *Farm size, resource use pattern and productivity level: A comparative study of dry and irrigated farming of Maharashtra*. JNU.

15. Vishnu Priya. *Industrialization policy of Peru during 1968-1975 and its impact on multinational corporations*. JNU.

16. Yadav, Banarsi. *Impact of world bank programme and policies on India's economy, 1946-83*. LN Mithila.

#### Public Administration

1. Venkateswara Rao, Pothuri. *Trade unionism in civil service associations in Andhra Pradesh*. Andhra

#### Military Science

1. Mishra, Shrirang Nath. *War crimes: Law and problems*. Gorakhpur.

#### Education

1. Ariya, Somboon. *A study of extension education activities as organised by the Northern Teachers Colleges in Thailand*. Baroda.

2. Barve, Minakshi. *Preparation and field testing of film strips for the teaching of science: A course in standard IX and a study of their comparative effectiveness in the teaching learning process as compared to the traditional practice*. SNDT, Bombay.

3. Chintamani, M. *The problems of teaching Hindi as a second language at secondary level in Mauritius*. Vikram.

4. Leclavaihy, T.K. *A comparative study of the teacher education programmes in selected developed and developing countries*. Calicut.

5. Ram Krishna. *A study of literary creativity in Hindi and its correlates in school going children*. Gorakhpur.

6. Sequeira, Derek. *A study of managerial studies and achievement motivation in relation to institutional efficiency*. Baroda.

7. Singh, Narendra Pratap. *Impact of different administrative organisations of junior high schools on the academic attainment and disciplinary behaviour of students belonging to Eastern Districts of Uttar Pradesh: A comparative study*. Gorakhpur.

8. Vashisht, Umeshchandra. *Mechanistic and organic view points in biology and their trace in education*. Devi Ahilya.

#### Commerce

1. Jain, Ashok Kumar. *A study of forest economy in Balaghat District*. HS Gour.

2. Richharia, Hemlata. *Sagar sambadh mein yatayat sandhnon ka vikar*. HS Gour.

3. Sahoo, Prasant Kumar. *A study of the changing sources of finance for the corporate sector in India*. Utkal.

4. Subba Rayudu, Choudem. *Industrial cooperatives in Andhra Pradesh*. HS Gour.

#### Management

1. Bansal, Dinesh Kumar. *District industries centres: A study of their working with special reference to Rajasthan State*. Rajasthan.

2. Chakravathy, S. *Professionalisation of management: An analysis of the management structure of the Indian corporate enterprises*. IIT, Delhi.

3. Gupta, Suresh Chand. *Development banking for rural development*. Delhi.

4. Jal, Jawana Ram. *Organisational and managerial aspects of dairy industry in Rajasthan*. Rajasthan.

5. Pannalal. *Management of small enterprises in the engineering goods industry: A study of select units located in the twin cities of Andhra Pradesh*. Osmania.

## INDIAN INSTITUTE OF SCIENCE BANGALORE-560012



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Scientific Officers (4 Posts) in Education and Research in Computer Networking at the Institute. (One post reserved for Scheduled Tribe)

M.E./M. Tech./M. Sc. (Engg.) or equivalent Degree in Electrical/Electronics Communication Engg. or Computer Science with specialisation in Computer Communication/Optical Communication/Computer Networking/Computer Hardware Software/Communication system hardware/software.

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M/IA) 308-55/86.

Dated : 14th November 1986

REGISTRAR



# CLASSIFIED ADVERTISEMENTS

## BUNDELKHAND UNIVERSITY, JHANSI

Applications are invited for the following posts in the University Teaching Departments :

Department	Professor	Reader	Lecturer
1. Master of Business Administration.	1	1	—
2. Mathematics & Statistics.	1 (Provisional) (Statistics)	1 (Statistics)	—
3. Rural Economics & Cooperation.	1 (In Economics with Specialization in Rural Economics)	1 (In Econ. with Specialization in Cooperation)	1 (Specialization in Rural Economics)
4. Library & Information Science.	1	2	..
Scale of Pay :	Rs. 1500-2500	Rs. 1200-1700	Rs. 700-1600

### Qualifications for the Post of Lecturer

- Doctorate Degree in the subject concerned or Published work of high standard in that subject; and
- Consistently good Academic record (i.e. to say that over all record of all Assessment throughout the academic career of a candidate) first class or high second class (i.e. to say, with an aggregate of more than 54 % Marks) Master Degree in the subject concerned or equivalent Degree of a Foreign University in such subject.

### Reader

- Good academic record with Doctorate Degree in the subject concerned or equivalent published work and active engagement in research or innovations in teaching methods or productive of teaching materials; and
- Five years experience of teaching and research including atleast three years as lecturer or in an equivalent position. Provided that the requirement contained in sub clause (b) above may be relaxed in the case of a candidate who, in the opinion of the Selection Committee, has outstanding research work in his credit.

### Professor

Eminent scholar with published work of high quality and active engagement in research and ten years experience of teach-

ing or research and experience of guiding research at Doctorate level. Outstanding Scholar with established reputation for significant contribution to knowledge.

Five copies of applications together with five copies each of attested testimonials, if any, separately for each post—giving particular in Indian Postal Order of Rs. 15/- towards the cost of form should be sent to the Registrar so as to reach him not later than 29-12-1986. Candidates who are employed elsewhere must submit their applications through their employers.

Ram Surat  
REGISTRAR

### OFFICE OF THE REGISTRAR: ASSAM AGRICULTURAL UNIVERSITY: JORHAT

No. AAU/R-87/86-87/10 Dated : 17-11-86.  
CORRIGENDUM

Please read Rs. 1200-50-1300-60-1900/- per month instead of Rs. 1200-50-1300-60-1500/- per month as shown against the post of Associate Professor and equivalent ranks and also add the discipline, Agricultural Chemistry and Soil Science at Sl. No. 4 of the Advertisement No. 7/86.

K.N. Chotiya  
DEPUTY REGISTRAR (Personnel)

## SNDD WOMEN'S UNIVERSITY

Bombay-400 020

### ASSISTANT DIRECTOR.

WANTED for Department of Physical Education, one Assistant Director having minimum qualification of a Post Graduate Diploma or Certificate Course or a Degree in Physical Education such as M. P. Ed. etc.

Salary—Rs. 700-40-1100-50-1600 plus admissible allowances. Apply before December 25, 1986, in the prescribed forms, available at SNDD Women's University, 1, Nathibai Thackersey Road, Bombay-400 020, on payment of Rs. 5/- (by M.O./Indian Postal Order/in cash)

## SAURASHTRA UNIVERSITY

Applications in the prescribed forms are invited for the posts of (1) Registrar, Pay Scale Rs. 1600-80-2000. (2) Controller of Examinations, Pay Scale Rs. 1100-50-1300-EB-60-1600. Pay Scales likely to be revised. Application forms alongwith detailed requirement of qualifications, experience and other necessary details regarding these posts will be available from the Registrar, Saurashtra University, University Campus, Kalavad Road, Rajkot-360005 on sending a self addressed envelope of the size 23x10 cms with postage stamp worth Rs. 1.90 paise. Application form should reach this office on or before 26-12-1986 alongwith crossed Indian Postal Order worth Rs. 10/-. Qualifications and experience as mentioned in the details to be supplied with application form will be considered final. Age ordinarily not exceeding 45 years. The age, educational qualifications and experience may be relaxed in suitable cases.

B. F. Shah  
REGISTRAR

### THE UNIVERSITY OF KASHMIR SRINAGAR

#### Brief Advertisement Notice

Applications on prescribed form which should be accompanied by a Postal Order/ Bank Draft/Bank Receipt of the value of Rs. 5/- drawn in favour of the Registrar cashable at Srinagar are invited for the posts of Senior Research Officer and Research Officer on each available in the Population Research Centre (Department of Economics) purely on temporary basis in the Pay Scale of Rs. 1200-1900 and Rs. 700-1600 respectively.

The prescribed application forms can be had from the University Office on payment of Rs. 15/- by sending a crossed Postal Order or Bank Receipt/Bank Draft drawn in favour of the Registrar of this University cashable at Srinagar alongwith a self addressed envelope (5" X 11") with the necessary postage.

Candidates are advised in their own interest to send their detailed curriculum vitae in advance.

The initial emoluments in the above pay scales are as under :

Post	Pay	D.A.	A.D.A.	Interim Relief	Total
Senior Research Officer	Rs. 1200/-	Rs. 243/-	Rs. 1207/-	Rs. 190/-	Rs. 2,840/-
Research Officer	Rs. 700/-	Rs. 189/-	Rs. 864.50	Rs. 140/-	Rs. 1,893.50

The candidates who have already applied for the posts in response to our Advertisement Notice No. F. 10 (App-Gen) Adm-85 dated 2-1-1986 need not apply again.

The last Date for receipt of applications is 9-12-1986.

**Ghulam Ahmed Dar**  
ASSISTANT REGISTRAR  
(Administration)

## JAMIA MILLIA ISLAMIA

Jamia Nagar, New Delhi - 110 025.

Advt. No. 9/1986-87

Dated : 18.11.1986

Applications on the prescribed form which can be had from the Registrar's Office on any working day between 10.00 a.m. and 12.00 noon or by sending a self-addressed and stamped (50 paise) envelope of 10 X 23 cms. are invited alongwith crossed Indian Postal Order or Bank Draft of Rs. 7/- (Rs. 2/- for SC/ST candidates) for the following posts so as to reach the Registrar by 1.00 p.m. on 15-12-1986.

Ability to teach in Hindustani, particularly Urdu is a desirable qualification.

D.A., C.C.A., H.R.A., P.F., Gratuity, Pension and other benefits will be given as per Jamia rules.

Relaxation in any of the qualifications may be made on the recommendation of the Selection Committee in exceptional cases.

Details in respect of qualifications etc. prescribed for the posts can be had from the office of the undersigned.

Any of the qualification/experience may be relaxed at the discretion of the University. It will also be open to the University to consider the names of suitable candidates who may not have applied. The University reserves the right to reject any application without assigning reasons.

Continuing Education from a recognised Indian University or an equivalent diploma/degree from a foreign university.

- (iii) M. Phil or Ph.D. in a subject related to adult learning or a Ph.D. in a subject under Social Sciences or Education or Evidence of published learning materials and learning resources in adult/continuing/community / extension education/community development or published research in any of these areas.

**Explanation**—For determining 'good academic record' the following criteria shall be adopted.

- A candidate holding a Ph.D./M. Phil. degree should possess atleast a second class Master's degree; or
- A candidate without a Ph.D. degree should possess a high second class Master's degree and second class in the Bachelor's degree; or
- A candidate not possessing Ph.D. degree but possessing second class Master's degree should have obtained first class in the Bachelor's degree.
- Above five years experience of field work/teaching or research in a subject having bearing on Adult/Continuing/Extension/Community/Non-Formal Education or Community Development. This condition may be relaxed on the recommendation of the Selection Committee.

In case a suitable candidate is not available who meets the prescribed qualifications or a qualified candidate is not found suitable by the Selection Committee the condition of Post Master's diploma and M.Phil/Ph.D. or published learning materials or published research in the subject as stated in the qualifications be relaxed on the condition that the candidate selected fulfils the conditions prescribed within the next 8 years from the date of appointment, otherwise the increment will cease at the stage where the incumbent is at that point of time.

**Note :**

Candidates who have already applied for the above post in response to our Advt. No. 6/1985-86 need not apply again.

**REGISTRAR**

OR

- Good academic record in the subject of Social Science/Social Work/Humanities/Education/Sciences/Home Science,
- Post Master's diploma in Adult &

# ALI YAVAR JUNG NATIONAL INSTITUTE FOR THE HEARING HANDICAPPED

KISHANCHAND MARG, BANDRA RECLAMATION, BANDRA (WEST),  
BOMBAY - 400 050

(An autonomous Registered Society under the Administrative control of  
Ministry of Welfare, Govt. of India).

Invites applications for the following posts as per details given below :

Sr. No.	Name of the Post	No. of Posts
1.	Information & Documentation Officer	1
2.	Reader : (i) Audiology (ii) Speech & Language Pathology	1 1
3.	Lecturer in : (i) Audiology & Speech (ii) Education of the Deaf	6 2
4.	Mass Media Officer	1
5.	P.A. to Director	1
6.	Vocational Counsellor-cum-placement (Rehabilitation Officer) Officer	1
7.	Clinical Assistant : (i) Psychology (ii) Material Development	1 2
8.	Teacher : (i) Material Development (ii) Education	1 2
9.	Medical Record Officer	1
10.	Photographer	1
11.	Social Welfare Officer	1

## Minimum Qualification

For Post at Sr. No. 1 : Ind Class degree of any faculty and M. Lit. Sc. or Associateship of INSDOC/DRTC or any other equivalent recognised Institute of repute.

At least 10 years experience in documentation, Library Science and Editing of articles and reports for publications.

For Post at Sr. No. 2 : M.Sc. in Audiology/Speech & Language Pathology at-least 5 years experience as Lecturer in the speciality.

For Post at Sr. No. 3 : (i) M.Sc. in Audiology/Speech & Language Pathology with

2 years experience or B.Sc. in Audiology & Speech Therapy with 7 years experience in teaching.

## PAY SCALES : (Unrevised)

Pay Scales	Unrevised	Revised	Total Initial Remun.
Posts at Sr. Nos. 1 & 2	Rs. 1100-1600/-	(Yet to be revised)	Rs. 2785.30
Posts at Sr. Nos. 3 & 4	Rs. 700-1300/-	(Yet to be revised)	Rs. 1984.00
Post at Sr. No. 5	Rs. 650-1040/-	Rs. 2000-3500/-	Rs. 2550.00
Post at Sr. No. 6	Rs. 550-900/-	Rs. 1640-2900/-	Rs. 2165.00
Posts at Sr. Nos. 7, 8, 11	Rs. 440-750/-	Rs. 1400-2600/-	Rs. 1695.00
Posts at Sr. No. 9	Rs. 425-700/-	Rs. 1400-2300/-	Rs. 1695.00
Post at Sr. No.10	Rs. 330-560/-	Rs. 1200-2040/-	Rs. 1495.00

(ii) Post-graduate with Diploma/Certificate in Education of the Deaf and 5 years teaching experience Or a Graduate with Certificate/Diploma in Education of the Deaf with 7 years experience in teaching.

For Post at Sr. No. 4 : Graduate of any faculty with a Diploma/Degree in Mass Communication/Journalism with 2 years experience.

For Post at Sr. No. 5: Graduate of any faculty with shorthand speed of 120 w.p.m. and typing speed of 60 w.p.m.

For Post at Sr. No. 6 : **Qualification :**  
1. Degree of recognised University OR its equivalent. (2) Diploma in Social Work, OR Vocational Guidance OR Post-graduate Degree in Social Work, OR Sociology. (3) Two years practical experience in Social Work, OR Vocational Guidance OR Employment Service.

For Post at Sr. No. 7 : (i) M.A. in Psychology.

(ii) B. Sc. in Audiology & Speech Therapy

For Post at Sr. No. 8 : (i) & (ii) Graduate with certificate/Diploma in Special Education for Deaf.

For Post at Sr. No. 9 : Graduate with one year Diploma in Medical Records with 2 years experience.

For Post at Sr. No. 10: Higher Secondary School Examination with Diploma in Photography.

For Post at Sr. No. 11 : Master of Social Work (M.S.W.) of any Govt. recognised Institute)

Age :

For posts at Sr. Nos. 1,2,3,4. : Not exceeding 35 years.

For posts at Sr. Nos. 5,6,7,8,9,10, & 11 : Not exceeding 30 years.

Age will be relaxable in case of candidates with extra merit.

Applications giving full details such as Name in full, Postal address, Date of birth, Educational qualifications with Xerox copies of certificates, Details of experience should be forwarded to the Director, Ali Yavar Jung National Institute for the Hearing Handicapped, Opp. Bandra Telephone Exchange, K.C. Marg, Bandra Reclamation, Bandra (W), Bombay-400 050, within 10 days from the date of advertisement. Incomplete applications will not be considered.

Note

Out of the total posts 5 will be reserved for SC/ST Ex-servicemen. In the event that these candidates do not become available the posts will be filled up by others on year to year basis.

## REGIONAL RESEARCH LABORATORY

JORHAT : ASSAM

(Council of Scientific & Industrial Research)

Advertisement No. 9/86

Applications in the prescribed forms (available free of cost from the Administrative Officer, Regional Research Laboratory, Jorhat-6 (Assam) on sending a self addressed big envelope affixing 0.45 paise stamp with a written request stating advertisement number and name of the post) are invited from candidates for the following position for RRL-Jorhat/RRL-Jorhat Branch Laboratory at Itanagar (Arunachal Pradesh).

(A) For RRL-Jorhat

Scientist 'B'—2 posts (Reserved for SC)  
Rs. 700-40-900-EB-40-1100-50-1300/-

E.Q. for post No. 1 : 1st class M. Tech. (Chemical Engineering) in Chemical Plant Design/Chemical Reaction Engineering/Computer aided design or 1st class B.Tech.,

in Chemical Engineering. Persons having experience in the design of chemical process equipment/modelling and simulation having knowledge in computer programming in BASIC/FORTRAN/experience in development of computer software for the design of chemical process equipment/modelling/simulation or optimization/experience in operation of 8 bit/16 bit mini computers will be preferred.

E.Q. for post No. 2 : 1st class B.E./B.Tech. or M.Tech/M.S. degree with specialisation in Reaction Engineering/Coal processing. Persons having experience in a research organisation/industry in process development/scale-up/modelling related to coal/petro-chemical/essential oil/pesticide fields having knowledge of computer programming in FORTRAN-IV will be preferred.

J.R. : To assist the senior scientists in process development, bench/pilot scale facility creation, process design, simulation & modelling.

(Those who applied in response to our Advt. No. 3/86 need not apply again.)

(B) For RRL-Jorhat Branch Laboratory, Itanagar (A.P.)

Scientist 'B'—2 posts : Rs. 700-40-900-EB-40-1100-50-1300/-

E.Q. for post No. 1 : 1st class degree in Civil Engineering from a recognised University or Institute with experience in Civil Engineering research and consultancy works.

J.R. : The candidate will be engaged in Civil Engineering research, consultancy works and testing of building materials.

E.Q. for post No. 2 : 1st class M.Sc. in Organic Chemistry. Candidates having research experience in the chemical transformations of naturally occurring compounds specially in the field of terpenoids will be preferred.

J.R. : The candidate will have to work on the chemical transformations of a cadenenic compound, isolated from a plant source, to artemisinin analogues which have got potentials as new anti-malarial agents.

General

(i) Higher starting salary may be given to exceptionally qualified and experienced candidates on the recommendation of the Selection Committee.

(ii) In addition to basic pay, dearness allowance is admissible as per C.S.R. rules in force. Total emoluments at the minimum of the scale will be Rs. 1845/- P.M. (Pay scale is being revised on the basis of the 4th Pay Commission award). Free medical treatment, leave travel concession, pensionary benefits etc. are also admissible as per rules.

(iii) The reserved vacancies are also open to general candidates. The general candidates will be appointed only if no suitable Scheduled Caste/Tribe candidates are available to fill-up the reserved vacancies.

(iv) Persons who are already in Govt./Semi Govt. Organisation should apply through proper channel. Candidates are required to specify and attach documentary evidence (attested copies) of Q. and exp. claimed.

(v) The application in the prescribed form together with crossed postal order of Rs. 8/- (in case of general candidates) payable to the Director, RRL-Jorhat-6 (Assam) should reach him by 18-12-86. SC/ST candidates need not pay any fee (IPO) alongwith their applications.

Applications received after 18-12-86 will not be entertained. Candidates called for interview will be paid 2nd class railway fare by the shortest route for the to and fro journey.

(vi) Since it is not possible to call all the eligible candidates for interview, the applicants to be shortlisted for the purpose and the decision of the Laboratory will be final in this regard.

(vii) INDIAN CANDIDATES APPLYING FROM FOREIGN COUNTRY MAY SEND THEIR APPLICATIONS UPTO FORTNIGHT AFTER THE NORMAL CLOSING DATE IN STANDARD APPLICATION FORM SUPPLIED BY OUR MISSIONS ABROAD AND WITHOUT APPLICATION FEE

(viii) Canvassing in any form and/or bringing in any influence, political or otherwise, will be treated as disqualification for the posts.

INTERIM ENQUIRIES WILL NOT BE ATTENDED TO.

# HARYANA AGRICULTURAL UNIVERSITY

## Advertisement No. 8/86

Applications are invited for the following posts on the prescribed form obtainable from Assistant Registrar (Faculty), HAU, Hisar by sending self-addressed unstamped envelope size 21 X 10 cms. alongwith crossed Indian Postal Order of Rs. 2:- in the name of Asstt. Registrar (General). Candidates already in service must apply through proper channel. Applications complete in all respects accompanied by a fee of Rs. 20:- for posts at Sr. No. 1 to 7 & 18, Rs. 15:- for posts at Sr. No. 8 to 17 and Rs. 10:- for posts at Sr. No. 19 to 24 in the form of crossed Indian Postal Order in the name of Asstt. Registrar (General) payable at HAU post office Hisar should reach the Registrar by 31-12-1986 (14-1-87) for candidates residing abroad, Indian Postal orders purchased before the date of this notification will not be entertained. Incomplete applications and those received late will not be considered. Benefits of Contributory Provident Fund and leave etc. admissible as per University Rules. The applicants must possess prescribed qualifications and experience on the last date for receipt of applications. However, those who have submitted their thesis (Master's/Ductorate's level) by the last date of receipt of applications are also eligible to apply. The date of submission of thesis must be supported by a certificate duly signed by the concerned authority of the Institution. They will be considered by the Selection Committee only if they produce the completion certificate of Master's/Ductorate degree at the time of interview. The envelope containing application must be superscribed as "APPLICATION FOR THE POST OF \_\_\_\_\_")

**1. Professor of Child Development (One):** Essential: (i) Second class B.Sc. (Home Sc.) (Hons)/B.Sc. (Home Sc.). (ii) Second class M.Sc. (Home Science) in Child Development. (iii) Ph.D. in Child Development or Child Development and Family Relations. (iv) Ten years experience of teaching/research/extension in Child Development out of which atleast five years should be as Associate Professor or equivalent. Desirable (i) Capacity for administrative and organisational activities. (ii) Training capacity in areas of Child Development. (iii) Specialisation in Early Childhood Education.

**2. Professor of Family Resource Management (One):** Essential: 2nd class B.Sc. (Home Sc.). (ii) Second class M.Sc. in Home Management/Family Resource Management. (iii) Ph.D. in Home Science/Family

Resource Management. (iv) Fifteen years' experience of teaching/research/extension. Desirable: (i) Extension experience and experience in designing rural field work. Capacity for organisation as Head of a Section or Department of teaching or research institute administrative experience.

**3. Professor of Forestry (One):** Essential: (i) Second class B.Sc./B.Sc. (Agri)/B. Tech./B.E. (ii) Second class A.I.F.C. (Associate Indian Forest College)/Master's degree in Forestry or equivalent. (iii) Ph.D. in Forestry. (iv) Ten years experience in Forestry out of which 5 years should be in the rank of Associate Professor or equivalent. Desirable: Experience of Post-graduate teaching and guiding research in Forestry.

**4. Professor of National Culture and Integration (One):** (i) Atleast second class graduate. (ii) Second class Master's degree in any branch of Arts/Humanities/Social Sciences/Fine Arts. (iii) Ph.D. in any branch of Arts/Humanities/Social Sciences and Fine Arts with ten years teaching/research/extension/administrative experience out of which five years as an Associate Professor/Reader. (iv) A person of national eminence in the field of Social Science/Humanities/Fine Arts with significant contribution in the area of National Integration and Indian Culture.

**5. Director Incharge Computer Centre (One):** M. Tech. Computer Science with 10 years experience in Computer Science including programming.

**6. Associate Professor (Family Resource Management) One:** (i) Second class B.Sc. (Home Science). (ii) Second class M.Sc. in Home Management/Family Resource Management. (iii) Ph.D. in Home Management/Family Resource Management. (iv) Five years experience of teaching/research/extension.

**7. Associate Professor (Meat Technology) One:** (i) Second class B.V.Sc. & A.H./B.V.Sc./B.Sc. (Agri) B.Sc. (An.Sc.). (ii) Second class in M.V.Sc./M.Sc. (An.Sc.)/M.Sc. (Food Tech.) with specialisation in meat/wool technology. (iii) Ph.D. in meat technology/wool technology. (iv) Five years teaching/research/extension experience as evidenced by published work in journals of repute.

**8. Assistant Professor (Mathematics) One:** (Discipline: Mathematics).

**9. Assistant Mycologist-One:** (Reserved for Scheduled Castes) (Discipline: Vety. Microbiology/Vety. Bacteriology/Vety. Mycology).

**10. Assistant Immunologist-One:** (Discipline: Vety. Microbiology/Vety. Immunology).

**11. District Extension Specialist (Veterinary)-Three** (One for Scheduled Castes and two for General), (Discipline: Any branch of Vety. Science.)

**12. Assistant Professor (Foods and Nutrition)-One** (Discipline: Foods and Nutrition).

**Qualifications for Posts at Sr. No. 8 to 12:-**

(i) Second class at Bachelor's level in the respective faculties i.e. for post at Sr. No. 8, B.Sc./B.Sc. (Agri) for posts at (Sr. No. 9 to 11 B.V.Sc. & A.H. and post at Sr. No. 12 B.Sc./Home Science/B.Sc.

(ii) Master's degree in first class or with an OGPA of not less than 3.2/4.00 or equivalent in the discipline mentioned against each post OR atleast second class Master's degree followed by Ph.D. in the disciplines mentioned against each post (Ph.D. candidate, where available will receive priority over the M.Sc. candidates).

**13. Programmer-Ons** (Reserved for Backward classes): Essential: (i) M.A./M.Sc. in Maths./Statistics with one year diploma in computer Sciences or B.Sc. in Maths./Statistics with 3 years diploma in Computer Science. (ii) Atleast two years experience in Computer Programming.

**14. Assistant Professor (Dancing) (One):** Essential: (i) Atleast second class at Bachelor level in Dancing (Classical/Folk). (ii) Master's degree in 1st class in Dancing (Classical/Folk) OR Atleast second class Master degree followed by Ph.D. in Dancing (Classical/Folk). Desirable: An all-rounder in different Folk dances of North-Western India.

**15. Assistant Professor (Wool Technology) - One:** (i) B.V.Sc. & A.H., B.Sc. (Dairying), B.Sc. Animal Sciences, B.Sc. (Agri) with elective in Animal Science. (ii) M.V.Sc./M.Sc. (Food Tech.)/M.Sc. (Animal Sci.) in the 1st class or OGPA not less than 3.2/4.00 or equivalent in the discipline concerned or atleast second class

in Master's degree followed by Ph.D. in any branch of A.P.T. preferably wool technology or Meat Technology.

**16. Assistant Scientist (Human Microbiology)-One:** Essential: (i) 2nd class B.Sc./B.S.. (Agri)/B.V.Sc. & A.H. (ii) Second class M.Sc. in Microbiology. (iii) Ph.D. in Microbiology. Desirable: Candidates specialising in Human Microbiology will be preferred.

**17. Assistant Librarian-One:** (i) Second class B.A./B.Sc./B.Com degree with first or second class M. Lib. Sc. OR Second class M.A./M.Sc./ M.Com degree with first or second class degree in Library Science. (iii) Three years experience in responsible capacity in an academic or research Library or documentation centre.

**18. Lady Medical Officer-One:** (i) M.B.B.S with diploma in Gynaec. & Obstetrics (DG). (ii) Three years experience.

**19. Senior Technical Assistant-One:** Essential: (i) B.Sc. (Agri). 2nd class. (ii) Atleast 2 years experience in technical/research/extension job. Desirable: M.Sc. (Agri) in Agronomy/Soil Science.

**20. Junior Programmer-One:** Second class B.Sc. with Mathematics/Statistics followed by diploma in computer science OR M.Sc. Statistics/Agriculture Statistics with experience in Computer programming in recognised institution or atleast one year.

**21. Pharmacist-One:** (i) Matric & qualified Dispenser. (ii) Three years experience preferably in recognised Hospital.

**22. Instrument Mechanic - Two:** (i) A certificate/Diploma in instrument mechanic course or equivalent from a recognised institution with three years experience in some reputed instrumentation firm/Govt. undertaking.

**23. Artist-One:** (i) Matriculation or equivalent. (ii) Minimum 3 to 5 years diploma in Fine Arts/Applied Arts from college of Arts (iii) Thorough knowledge of clay work, Batik and leather work with aptitude for creative work with waste materials and development of folk arts. (iv) Two years experience in teaching Fine Art/ Applied Art/Crafts. (One or more qualifications for exceptionally qualified/experienced persons is relaxable).

**24. Laboratory Technician-Six** (Three for General, One for ESM and two for scheduled Castes): B.Sc. (Medical Group) OR (i) Matric second class or equivalent with science. (ii) Diploma/Certificate in

laboratory technician course with two years' experience in Bacteriology/Gynaecology/Pathology/Medicine or five years' experience as Laboratory Assistant in the above fields in a teaching/research laboratory. (Persons with B.Sc. (Medical) qualifications will be preferred).

#### Note

(1) The experience will be counted after a candidate obtains his M.Sc. degree. Further a period of 3 years towards obtaining Ph.D. degree shall be excluded from the experience.

(2) For posts at Sr. No. 1 to 17

(a) The qualification regarding experience are relaxable at the discretion of the competent authority in the case of candidates belonging to the Scheduled Castes or Scheduled Tribes. If at any stage of selection, sufficient number of candidates from those communities possessing the requisite experience are not likely to be available to fill up the reserved vacancies.

(b) If suitable candidates from Scheduled Caste category are not available for the posts reserved for them, these vacancies shall be filled up first from the Backward class candidates. Likewise if suitable candidates for vacancies meant for backward classes are not available then these will be thrown open first to the scheduled castes candidates. However, in case suitable candidates belonging to either of the two categories in respect of

the posts meant for both these categories (Scheduled Castes as well as Backward classes) are not available then such vacancies shall be filled up from the General categories.

(c) Special weightage will be given to extension experience possessed by the candidates for posts in disciplines amenable to extension.

(d) The persons who do not possess Ph.D. at the time of their selection shall not be allowed to cross the stage of Rs. 1300/- in the scale of Rs. 700-40-1100-50-1600, till they complete their Ph.D.

(3) Number of vacancies mentioned against each post can vary.

(4) The benefit of reservation will be admissible only to those S.C.s., B.C.s and ESMs candidates who are domiciles of the Haryana State.

(5) For posts at Sr. No. 19 to 24

(a) The applicant should be 18 years old on the last date of the receipt of applications. The upper age limit is 30 years relaxable upto 5 years in respect of Scheduled Castes and Backward Class candidates. For Ex-servicemen the upper age is 30 years plus continuous military service added by 3 years.

(b) 2% posts will be available for freedom fighters, their children and their grand children, if the quota reserved for Ex-servicemen remains unfilled.

#### Pay Scales

Sr. No of posts	Pay Scale	Total emoluments at the initial of the pay scale (exclusive of House rent & C.C.A.)
1-5	Rs. 1500-60-1800-100-2000-125-2-2500	2950/-
6-7	Rs. 1200-50-1300-60-1900	2605/-
8-17	Rs. 700-40-1100-50-1600	1788/-
18	Rs. 940-40-1100-EB-50-1400-60-1700-EB-75-2000 plus N.P.A. @ 25% for the first ten years and 33-1/3% after ten years of service subject to maximum of Rs. 600/- and further subject to a ceiling of Rs. 2300/-	2159/-
19-20	Rs. 600-20-700-30-850/900-40-1100	1194/-
21-24	Rs. 525-15-600-20-660, 700-30-850-EB-890-40-1050	1061/-

REGISTRAR